NEW JERSEY STA1   ?PARTMENT OF EDUCATION

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APPLICATION CONTROL CENTER

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AGENCY NAME: Newark Public Schools

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NJ STATE DEPT. OF EDUCATION
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K03-00035

Form S-1

NEW JERSEY DEPARTMENT OF EDUCATION
TITLE PAGE - **SCHOOL APPLICATION**

SECTION I:	
NGO#: 11-SG03-H02 Title: School Improvement Grant	13-35 70-470

SECTION II, PART A: Hawthorne Avenue Elementary School	Internal use only	School Code	Type	Region	Sequence
School Name 428 Hawthorne Avenue	Henry G. James School Principal Name		(973) 705-3960 Phone #		
School Address Newark, NJ 07112					
School City, State, Zip K-8	School Program Director Name				
Grade Span of School	School Program Director Telephone				
	School Program Director Fax/email				

Total amount of funds requested for school application: Year 1 $2,000,000 Year 2 $1,978,110 Year 3 $1,779,011

Duration of the Year 1 project: 9/1/11 to 8/31/12

To the best of my knowledge and belief, the information contained in the application is true and correct. I further certify the school application information is complete.

Deborah Terrell   4/26/11
Certification of Chief School Administrator   Date

SECTION II Part B

The school application has been duly authorized by the governing body of the Newark Public Schools district (county code 13, District Code 3570, School Code 470).

Signature of Chief School Administrator   Interim State District Superintendent   4/26/11
                                          Title   Date

Business Manager: Valerie Wilson   Phone: (973) 733-8467   Fax: (973) 733-7161

Form S-2

SCHOOL STATEMENT OF ASSURANCES

On behalf of the LEA and the applicant School, the undersigned hereby assure the New Jersey Department of Education that under this School Improvement Grant program:

- Each school's principal and appropriate staff agrees to participate in the Leadership Academy.

- A Network Turnaround Officer is assigned to each school.

- Each school agrees to participate in an external evaluation and accountability process that includes rigorous objectives that measure the impact of the activities.

Newark Public Schools
Applicant LEA

Signature: *Chief School Administrator*

Hawthorne Avenue Elementary School
Applicant School

4/26/2011
Date

Form S-3

Documentation of Federal Compliance (DUNS/CCR) Form

Note: this form must be completed and returned by the applicant school prior to any award being made.

Part I – Applicant Organization

Organizational Name of Applicant	*DBA-Hawthorne Avenue Elementary School*
Address	*428 Hawthorne Avenue, Newark NJ 07112*
DUNS number	*125 094326*
Expiration Date of CCR registration	*3/06/2012*
Congressional District	NJ-10

Part II – Primary Place of Performance under this award

City	Newark
County	Essex

I certify that this information is complete and correct. Furthermore, the applicant certifies that it has completed its registration on the Central Contractor Registration (CCR) website, found at www.ccr.gov. and shall maintain a current registration throughout the grant period.

Deborah Terrell

Signature of Chief School Administrator

Deborah Terrell, Interim State District Superintendent
Name and Title

PROJECT ABSTRACT

LEA : Newark Public Schools   Name of School: Hawthorne Avenue School

Mission	"The single greatest effect on student achievement is not race, not poverty; it is the effectiveness of the teacher." Therefore, the administration, teachers, staff, and parents of Hawthorne Avenue School are committed to providing a stimulating, structured, and safe learning environment that ensures the delivery of high-quality instruction with a hands-on and technological orientation across the curriculum. Our implementation of research-based, best instructional practices will maximize individual student academic potential and will ensure that students of all ability levels are well equipped to meet the challenges of education, work and social life in the upcoming academic years.
Vision	The vision of Hawthorne Avenue School is that the administration, teachers, and staff will provide a quality education to all students that inspires and motivates them to embrace high academic achievement, and develops sound moral-ethical values and 21st century skills that propel them into a future of productivity, responsibility, and "Excellence Without Exception."
Project Implementation Summary	**Needs Analysis** The CAPA study, Newark internal reviews and the Cambridge School Quality Review all indicate that students' achievement in LAL and math, at Hawthorne Avenue School, have been unsatisfactory for a number of years. These reports identified a number of root causes across LAL and math but the common factors were: insufficient rigor, use of data driven instruction, implementation of the curriculum consistently in all classrooms and differentiated instruction. The reports also identified that the teachers have not had access to relevant professional development which was focused on the specific needs of students and staff at Hawthorne Avenue School. **Leadership** The principal at Hawthorne Avenues School was replaced in August 2010 and the new principal recognized the need to make significant change. He has focused on winning the hearts and minds of all stakeholders to change the culture of the school. Over the intervening six months there are signs that this approach is beginning to make a difference. Lesson observations indicate that there is increased rigor in many classrooms and greater adherence to the curriculum. The principal has also enabled the teachers to supplement the mandated curriculum, especially in math, with materials which are more relevant and appropriate to the students at Hawthorne Avenue. Unfortunately, while these improvements are highly credible the rate of change is insufficient to make the dramatic changes which are required to transform the achievement of all students at Hawthorne Avenue School.

Aim

The aim of this Turnaround Project is to produce rapid significant change which ensures the achievement and success of all students.

Staffing

Because the school principal has been in place for less than a year and has the necessary experience, expertise skills and competencies to be a turnaround leader, he will remain in place. However, in order to enable him to implement the changes required, 50% of staff at the school will be replaced. This will ensure that all staff at the school can work effectively within the turnaround environment to meet the needs of all students.

In order for the principal to be able to transform the school, there also has to be a strategic operational change of role for the principal from the **managerial leader** to the **instructional leader**. In this role, the principal, and the school leadership team (SLT), will focus on student learning and the quality of teaching and learning. This will require agreeing and implementing with fidelity a coherent program of professional development and a teacher evaluation program, which includes providing reflective feedback to all teachers at least eight times a year in addition to the formal evaluation observations. Both the PD and teacher evaluation program will be designed to **Empower Effective Teachers.**

Therefore, Hawthorne Avenue School needs the autonomy and flexibility to modify the staffing structures, enabling them to create key operational positions designed to enable the principal to appropriately delegate specific management tasks to other staff. These posts will ensure that the principal has sufficient time to provide strategic leadership and direction by placing an unrelenting focus on instructional leadership. These positions will include, but not be limited to:

1. **School Operations Manager** – Hawthorne Avenue School will adopt an approach similar to the one advocated in the highly acclaimed School Administration Manager (SAM) Project. Since 2002, this project has guided principals to distribute management responsibilities and work with classified, or support staff, to keep routine management administration work from pulling the principal away from instructional leadership work. There are a variety of SAM models but in order to transform Hawthorne Avenue School we advocate the creation of a new operational position.

2. **Student Achievement Data Specialist** – The Student Achievement Data Specialist will be responsible for developing, managing, analyzing, and packaging all currently available and newly developed sources of student achievement data. The SADS will package this information to address the needs of administrators and teachers to drive increased levels of student achievement. This full-time position will incrementally increase student and school achievement beyond what is otherwise possible.

Lead Turnaround Partner and Outside Providers

In addition to the above internal positions, the school will also seek, through a series of RFPs, to engage a Lead Turnaround Partner (LTP) and other key outside providers.

The LTP will work in partnership with the school and the Newark Public Schools' Office of Innovation and Change and use research-based strategies that provide an immediate and dramatic turnaround in student achievement. The LTP will have all the necessary staff, knowledge, skills, experience and expertise to provide technical assistance and day to day support, including the high quality job-embedded professional development which will be required to transform Hawthorne Avenue School. The LTP will also coordinate the work of other outside providers to ensure that all the interventions are fully aligned with the Hawthorne Avenue Turnaround plan.

Extended Learning Time
The first step in expanding learning time will be to review the existing school schedule, customs and practices to ensure that maximum benefit is gained from the total available time. Hawthorne school will maximize the current available time, by reviewing the schedule to reduce time lost due to inefficient practices, such as including the time taken to serve breakfast and by reducing transition times.

At the same time Hawthorne Avenue School will adjust the school day to begin at 7:30 am and go until 3:45 pm. B*ecause of the neighborhood served by the school extending the school day beyond 4pm for all students is not viewed as safe by the majority of stakeholders.*

This measure will yield an additional 1.5 hours of extended learning time per day for 155 days, yielding a total of 232.5 hours per year.

In addition to extending the learning time during the school day, the school also proposes to extend the school year. The school year will begin 6 days earlier in late August, 2012, for a total of 6.5 hours per day and a total of 32.5 hours over the 5 days.

The total extended learning time for SIG Year 1 will therefore be 232.5 hr + 32.5 hr = 265 hours.

The school will also continue to provide Saturday Academies at key times of the year to provide further opportunities prior to the state tests.
Teachers will return a week prior to the return of students in August for professional development. This means that teachers will get 37.5 hours of professional development before the start of school. During the year teachers will continue to receive job-embedded PD that impacts their practice in the classroom.

Curriculum
The school will implement proven strategies, drawn from best practice research around the world, to ensure that all students have access to a curriculum which meets the requirements of the 21st Century. In order to ensure that the curriculum is relevant and appropriate the school, with support from the LEA and the LTP, the school leadership team will review and revise the current curriculum. They will retire any programs which are not working and implement new strategies which prepare all students to prepare for college, the world of work and citizenship in the 21st Century.

The SLT will also continue to reform the overall culture of the school. The intention is to create a school community in which everyone is an active participant.

A school-wide Positive Behavior Interventions and Supports (PBIS) will be introduced. This will encompass all aspects of the individual student's life, including school, family, home and social life. It is not designed to be a "quick fix" to a behavior problem, but rather, a long-term, multi-dimensional support system.

Community Engagement
In order for this Turnaround Project to be successful, the school also recognizes that it needs to transform its relationship with the local community, such that the environment becomes one of a school in the community and a community in the school.

To this end, the school administration and LTP will work in conjunction with the whole staff and the local community to develop an extensive program of community-oriented activities. As these gain traction it is envisaged that they will be used to develop wraparound services and supports for students and the local community.

All the above are key components any one of which would enable the school to move forward. However, collectively they represent a holistic turnaround program which will enable Hawthorne Avenue School to transform the lives of all stakeholders including the students and the community which it serves.

Reporting Metrics – Form S5

Attachments M1, M2

REPORTING METRICS

Date: <u>April 26, 2011</u>   Page _ 1 _ of _ 1 _

LEA : Newark Public Schools   Name of School: <u>Hawthorne Avenue</u>

Metric	2010-2011 Data
School Data	
Which intervention the school used (i.e., turnaround, restart, closure, or transformation)	Turnaround
AYP status	2
Which AYP targets the school met and missed	Met participation target. Met Safe Harbor in Elementary Math and Middle LAL. 1 Did not meet AYP in LAL, Math.
School improvement status	Improvement
Number of minutes within the school year	70,300
Student Outcome/Academic Outcome Data	
Percentage of students at or above each proficiency level on state assessments in reading/language arts and mathematics (e.g., Partially Proficient, Proficient, Advanced), by grade and by student subgroup	Please see attached –M1
Average scale scores on state assessments in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup	Please see attached – M2
Student participation rate on state assessments in reading/language arts and in mathematics, by student subgroup	Please see attached – M2
Percentage of limited English proficient students who attain English language proficiency	N/A
Graduation rate	N/A
Dropout rate	N/A
Student attendance rate	91.1%
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	N/A
College enrollment rates	N/A
Student Connection and School Climate	
Discipline incidents	26%
Truants	N = 2
Talent	
Distribution of teachers by performance level on LEA's teacher evaluation system	Dist=0%;Prof=52%; Sat=3%; Basic=30%; Unsat=15%
Teacher attendance rate	88.8%

HAWTHORNE AVENUE SCHOOL – REPORTING METRICS, FORM S-5

ATTACHMENT M1

Percent of Students at or Above Each Proficiency Level on State Assessments in Reading/Language

Arts and Mathematics – By Grade and By Student Subgroup

LANGUAGE ARTS LITERACY

Category	Grade 3				Grade 4				Grade 5			
	#	NP	P	AP	#	NP	P	AP	#	NP	P	AP
General Ed.	40	77.5%	22.5%	0%	39	69.2%	30.8%	0%	31	87.1%	12.9%	0%
Male	18	88.9%	11.1%	0%	20	75%	25%	0%	*	*	*	*
Female	22	68.2%	31.8%	0%	27	74.1%	25.9%	0%	19	89.5%	10.5%	0%
Black	38	78.9%	21.1%	0%	47	74.5%	25.5%	0%	*	*	*	*
Econ Disadv.	33	84.8%	15.2%	0%	38	76.3%	23.7%	0%	28	89.3%	10.7%	0%

Category	Grade 6				Grade 7				Grade 8			
	#	NP	P	AP	#	NP	P	AP	#	NP	P	AP
General Ed.	38	76.3%	23.7%	0%	49	79.6%	20.4%	0%	45	60%	37.8%	2.2%
Male	15	80%	20%	0%	25	84%	16%	0%	24	58.3%	37.5%	4.2%
Female	22	77.3%	22.7%	0%	26	73.1%	26.9%	0%	26	65.4%	34.6%	0%
Black	40	80%	20%	0%	49	77.6%	22.4%	0%	49	63.3%	34.7%	2%
Econ Disadv.	32	78.1%	21.9%	0%	32	75%	25%	0%	41	61%	36.6%	2.4%

*Not reported on School Report Card

NP – Not proficient

P - Proficient

AP – Advanced Proficient

HAWTHORNE AVENUE SCHOOL – REPORTING METRICS, FORM S-5

ATTACHMENT M1

Percent of Students at or Above Each Proficiency Level on State Assessments in Reading/Language Arts and Mathematics – By Grade and By Student Subgroup

MATH

Category	Grade 3				Grade 4				Grade 5			
	#	NP	P	AP	#	NP	P	AP	#	NP	P	AP
General Ed.	39	69.2%	25.6%	5.1%	39	51.3%	43.6%	5.1%	31	58.1%	29%	12.9%
Male	17	82.4%	11.8%	5.9%	20	65%	35%	0%	20	45%	25%	30%
Female	22	59.1%	36.4%	4.5%	27	51.9%	40.7%	7.4%	19	78.9%	21.1%	0%
Black	37	70.3%	24.3%	5.4%	47	57.4%	38.3%	4.3%	40	62.5%	22.5%	15%
EconDisadv.	32	75%	21.9%	3.1%	38	55.3%	39.5%	5.3%	28	67.9%	17.9%	14.3%

Category	Grade 6				Grade 7				Grade 8			
	#	NP	P	AP	#	NP	P	AP	#	NP	P	AP
General Ed.	38	76.3%	21.1%	2.6%	49	89.8%	8.2%	2%	45	80%	17.8%	2.2%
Male	15	66.7%	26.7%	6.7%	*	*	*	*	24	83.3%	12.5%	4.2%
Female	22	81.8%	18.2%	0%	26	88.5%	11.5%	0%	26	80.8%	19.2%	0%
Black	40	80%	17.5%	2.5%	49	89.8%	8.2%	2%	49	81.6%	16.3%	2%
Econ Disadv.	32	75%	21.9%	3.1%	32	87.5%	9.4%	3.1%	41	80.5%	17.1%	2.4%

*Not reported on School Report Card

NP – Not proficient

P - Proficient

AP – Advanced Proficient

REPORTING METRICS

Art. M-2

LEA: ___ Newark Public Schools ___   Name of School: ___ HAWTHORNE ___

2010-2011 Data

School Data						
Metric						
Which intervention the school used (i.e., turnaround, restart, closure, or transformation)						
AYP status		NO				
Which AYP Targets met and missed						
Number of AYP indicators met		Elementary: 37 out of 41				

	Meets 95% Participation Rate		Meets AYP Benchmark		Meets Safe Harbor	
	LAL	Math	LAL	Math	LAL	Math
Total Population	Yes	Yes	No	No	No	Yes
Students with Disabilities	-	-	-	-	-	-
Limited English Proficient	-	-	-	-	-	-
White	Yes	Yes	No	No	No	Yes
African American	-	-	-	-	-	-
Asian	-	-	-	-	-	-
American Indian	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-
Others	Yes	Yes	No	No	Yes	Yes
Economically Disadvantaged						
School Attendance		Yes				

Number of AYP indicators met		Middle: 35 out of 41				

	Meets 95% Participation Rate		Meets AYP Benchmark		Meets Safe Harbor	
	LAL	Math	LAL	Math	LAL	Math
Total Population	Yes	Yes	No	No	Yes	No
Students with Disabilities	-	-	-	-	-	-
Limited English Proficient	-	-	-	-	-	-
White	Yes	Yes	No	No	No	No
African American	-	-	-	-	-	-
Asian	-	-	-	-	-	-
American Indian	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-
Others	Yes	Yes	No	No	No	Yes
Economically Disadvantaged		Yes				
School Attendance		Yr2				
School improvement status						
Number of minutes within the school year						

Form S-5

REPORTING METRICS

Att. M-2

LEA: ___Newark Public Schools___   Name of School: ___HAWTHORNE___

Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup

Metric (Grade)	Category	2012-2013 Data LAL	2012-2013 Data MATH
345	Black	99.3%	99.3%
345	Economically Disadvantaged	100.0%	99.3%
345	Special Education	100.0%	100.0%
345	Total	100.0%	99.3%
678	Black	100.0%	100.0%
678	Economically Disadvantaged	100.0%	100.0%
678	Special Education	100.0%	100.0%
678	Total	99.2%	100.0%

Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the "all students"

Grade	Category	Content	LAL 2012-2013	MATH 2012-2013
3	All Students	AP	209.3	212.3
3	All Students	P	163.0	166.6
3	All Students	Total	173.7	175.7
3	Black	AP	203.7	213.9
3	Black	P	162.1	167.4
3	Black	Total	168.1	176.2
3	Economically Disadvantaged	AP	210.2	206.0
3	Economically Disadvantaged	P	163.0	166.8
3	Economically Disadvantaged	Total	173.8	171.9
3	Special Education	AP	207.0	175.0
3	Special Education	PP	148.6	
3	Special Education	Total	155.9	
4	All Students	AP	220.0	207.2
4	All Students	PP	164.9	160.8
4	All Students	Total	168.6	173.5
4	Black	AP	220.0	207.2
4	Black	PP	164.3	160.8
4	Black	Total	168.3	173.5
4	Economically Disadvantaged	AP	220.0	207.3
4	Economically Disadvantaged	PP	164.9	161.1
4	Economically Disadvantaged	Total	169.1	173.2
4	Special Education	AP		
4	Special Education	PP	145.2	152.4
4	Special Education	Total	145.2	
5	All Students	AP	206.3	211.6
5	All Students	PP	169.4	162.4
5	All Students	Total	176.0	168.1
5	Black	AP	206.7	211.6
5	Black	PP	167.7	162.4
5	Black	Total	174.7	168.1
5	Economically Disadvantaged	AP	206.3	214.3
5	Economically Disadvantaged	PP	168.5	160.8
5	Economically Disadvantaged	Total	175.9	167.7
5	Special Education	AP		200.0
5	Special Education	PP	147.6	
5	Special Education	Total	147.6	
6	All Students	AP	209.6	211.2
6	All Students	PP	166.2	171.3
6	All Students	Total	174.1	179.1
6	Black	AP	207.9	211.1
6	Black	PP	164.6	171.3
6	Black	Total	172.2	178.4
6	Economically Disadvantaged	AP	207.9	211.7
6	Economically Disadvantaged	PP	165.6	171.6
6	Economically Disadvantaged	Total	173.6	179.2
6	Special Education	AP		
6	Special Education	PP	153.7	156.7
6	Special Education	Total	153.7	
7	All Students	AP	212.1	208.9
7	All Students	PP	166.0	172.1
7	All Students	Total	179.1	179.7
7	Black	AP	214.9	208.9
7	Black	PP	167.5	171.5
7	Black	Total	178.2	179.6

Form S-5

REPORTING METRICS

Art. M-2

LEA : ___Newark Public Schools___   Name of School: ___HAWTHORNE___

Block			2010-2013 Data	
7	Economically Disadvantaged	AP	214.1	206.8
7	Economically Disadvantaged	P	166.7	173.0
7	Economically Disadvantaged	PP	179.5	180.9
7	Economically Disadvantaged	Total		
7	Special Education	AP		215.0
7	Special Education	P	162.6	
7	Special Education	PP	162.6	
7	Special Education	Total		250.0
8	All Students	AP	215.6	212.2
8	All Students	P	176.0	186.5
8	All Students	PP	187.3	196.6
8	All Students	Total		250.0
8	Black	AP	215.1	212.3
8	Black	P	175.9	186.3
8	Black	PP	185.7	196.4
8	Black	Total		250.0
8	Economically Disadvantaged	AP	217.7	212.9
8	Economically Disadvantaged	P	176.4	186.5
8	Economically Disadvantaged	PP	187.9	197.2
8	Economically Disadvantaged	Total		
8	Special Education	AP		210.0
8	Special Education	P	171.8	
8	Special Education	PP	171.8	
8	Special Education	Total		

Form S-6

STATEMENT OF NEED

Date: __April 26, 2011__

LEA :Newark PS   **Name of School: Hawthorne Avenue**

Multiple Measures Analyzed in the School Needs Assessment Process for Current Programs, Strategies and Practices to address the areas below.

Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
Academic Achievement – Reading	Cambridge Walkthrough, NPS Walkthroughs, NJASK, Learnia,	The data reflect that student achievement is below expectations. Root causes: There is insufficient: rigor, use of data driven instruction, implementation of the curriculum consistently in all classrooms, and differentiated instruction.
Academic Achievement - Writing	Writing Portion of NJ Pass (Grades 1 and 2); NJ ASK (Grades 3-8); Learnia (Grades 2-8); District October K-2 writing tasks Writing Assessment wall, Monthly writing samples,	The data reflect that students are unable to complete comprehension questions that require critical thinking. Root cause: Teachers need increased professional development in teaching comprehension, developing lessons with rigor, and responsive teaching strategies. In addition, teachers need to follow the curriculum with fidelity.
Academic Achievement - Mathematics	NJ ASK (Grades 3-8); Learnia (Grades 2-8); District Midterms, Teacher-created assessments and Final Exams	The data reflect that students are unable to solve problems related to mathematics reasoning in geometry, algebra, data analysis, and discrete mathematics. Root cause: Teachers do not have sufficient professional development in mathematics content. In addition, the mathematics curriculum varies every 4-5 weeks, and although the content is spiraled, teachers seldom finish the entire curriculum at the end of each school year. Therefore, a part of the content is not mastered, leaving learning gaps. There is a need to realign the middle school curriculum so that students spend a year on one or two content areas and address all clusters through those areas (K-4 focus on number, numerical operations, measurement, problem-solving); Grades 5-8 (focus on fractions, geometry, pre-algebra, problem solving).

Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
Parent Involvement	Program Of Activities 2010-11	There is a concerted effort to include parents in all facets of the school. The parent liaison is an integral part of the school, the parent and community connection. However, there is insufficient parental involvement in the school overall and with student learning in particular The root causes for this include: • The restricted range of parental involvement activities currently offered • The negative impact of some of the parents' own educational experiences • Limited attendance by parents at specific events.
Professional Development	Collaborative PD Plan, School Base Teacher Survey	Historically, general PD has not produced the desired effect. However, where PD has been tailored to meet individual needs and supports the teacher with in class coaching and direct feedback, there are indications that it does have an impact. Lacking is use of strategies provided by professional development such as addressing implementation of various forms of authentic and formative assessments in all content areas. Root causes: • PD has historically been pull-out • PD has tended to be delivered across the whole district or whole school • PD has had little differentiation for the needs of individual grades or individual staff. • Lack of timely job-embedded PD that specifically targets rigor, differentiated instruction, use of best practices, and using data to inform instruction • Lack of school-based coaching and in-class support to ensure that PD recommendations are followed up with rigor and given an opportunity to directly impact on the quality of teaching and learning on a daily basis
Extended Learning Opportunities	NJASK Prep, ASYDP	These programs benefit learning of those students who are able to attend. Root Cause: They are not year-round programs and they do not cater to all

Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
		students.
Homeless		
Students with Disabilities		
English Language Learners		
Economically Disadvantaged		
School Culture		
Leadership	Leadership Survey	There has been a change in leadership within the past year. There are indications that this change of leadership has had a positive impact on the overall culture of the school, but as yet it has not had sufficient impact on the learning needs and achievement of all students

Root causes:

- Administration has had to focus on building the culture.
- There is no Vice Principal in the school and there has been insufficient support available for the current administration to tackle all the key issues.
- Administration has not yet been able to clearly identify and implement strategies in place to consistently address the needs of staff and students.
- Administration has not been able to devote sufficient time to monitoring and evaluating the effectiveness of teaching and learning in every classroom. |
| Highly Qualified Staff | Highly Qualified Staff Documentation on file | There are a total of 20 highly qualified teachers on staff who implement the NJCCCS and who utilize best practices and use professional development strategies to guide instruction. There are also 12 highly qualified non-instructional support staff members. However, there are no Nationally Board Certified staff.

Root causes:

- Although there is a good nucleus of HQT, staff the district has not been able to recruit and retain sufficient HQT to enable the school to be 100% staffed by HQT.
- There are currently few or no incentives available to enable the school to |

Hawthorne Avenue   S-6 Statement of Need   Newark PS

Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
		either recruit or retain HQ staff.
Other:		

Evaluation & Needs Assessment Summary

1. Describe the process and techniques used in the needs assessment.

Hawthorne Avenue has put processes in place to improve instruction school wide. The needs assessment was prepared by the following stakeholders: the SLC, SLC subcommittees, administrators, teachers, parents, students, and community partners. School needs assessment priorities were identified by analyzing the Professional Development Survey, NJASK test data, AYP status, district-level assessments, school-level assessments, school report card, Cambridge recommendations, teacher observations, and ongoing student data from the PDA. We reviewed the data collected by the data teams in literacy, math, science, use of technology, and parental involvement. We involved teachers through the school year by having them create a Management Data Notebook and Progressive Data Analysis to record and analyze data about their students on school, district, and state assessments. In addition to this, all teachers work on teams called Instructional Leadership Teams. Each team decides on which data to focus for improving teacher capacity and student performance based on the data. We propose to build capacity in the needs assessment process for all staff and especially those who are new to the school. In June and September, teachers provide a narrative to discuss student achievement including strategies that were successful. These forms are duplicated and provided to the next teacher who will teach those children. In September, NJAS scores are analyzed and then utilized to provide ongoing instructional support and professional development for the school year. As the year progresses, we collect other data to make decisions about Professional Development and student needs. Walkthroughs were conducted and the data from these walkthroughs were used to determine our focus for PD.

2. Describe methods used to collect and compile data for student subgroups.

The data for student subgroups is predominantly provided by the NJASK and Learnia test results. The method that is used for interpreting data about student subgroups is through grade-level meetings, administration/coaches forums, SLC meetings and staff development meetings, and ongoing reflective practices. Data is continually compiled from various sources for the purpose of improving students academically and socially. The district's Office of Testing and Evaluation provides NJASK data while Schoolnet provides Learnia data. Content area data is also continuously collected through district-level and school-level assessments. Professional development data was collected via an online survey conducted by the district. School improvement data is provided by the CAPA, Cambridge and NPS district monitoring teams.

3. Explain how the data from the collection methods are valid and reliable.

We use established assessments (state, district, textbook series, etc) that are aligned to the New Jersey Core Curriculum Content Standards. Teachers identify the skill or cluster and identify the number of students who responded correctly. That number is divided by the number of students who took the assessment, giving us both the number passing and the percentage of students who passed. Students are listed by name on each profile sheet which allows the teacher, support staff and administrators to see which students are in need of support and specifically what skills or concepts need to be reinforced.

4. What did the data analysis reveal regarding classroom instruction?

The analysis showed that too many of the students are not proficient in reading and mathematics and, furthermore, they carry these deficiencies from one grade level to the next. Most teachers rely too heavily on whole class teaching and are not making sufficient use of this data to modify lesson plans to differentiate instruction.

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)?

It showed that the professional development has improved instruction, but a more intense, more focused and sustained degree of professional development

is still needed. The professional development must include strategies that improve: use of effective questioning techniques to deepen student thinking, comprehension and engagement.

6. How are educationally at-risk students identified in a timely manner?

Educationally at-risk students are identified by administrators and teachers through the analysis of multiple measures including: observational surveys; test scores; internal assessment scores; writing tasks; bi-weekly ECRs; NJASK Practice Tests, midterm and final exams; and NJASK. The following table outline the data use at within each grade band

At Risk Students	DATA SOURCES		
	LAL	MATH	SCIENCE
K-2	-Observational Survey/DRA -Harcourt Trophies Assessments -Fall/Spring District Writing Task	-Everyday Math Assessments -Biweekly ECRs -Midterm and Final Exams	-Module Assessments -Midterm and Final Exams
3-5	-DRA and Slosson -Harcourt Trophies Assessments -Fall/Spring District Writing Task -NJASK - Learnia	-Everyday Math Assessments -Biweekly ECRs -NJASK Practice Test -Midterm and Final Exams -NJASK	-Module Assessments -Midterm and Final Exams -NJASK4
6-8	-Running Records -McDougal Littell Assessments -Fall/Spring District Writing Task -NJASK - Learnia	-Everyday Math Assessments -Biweekly ECRs -NJASK Practice Test -Midterm and Final Exams -NJASK	-Module Assessments -NJASK Practice Test -Midterm and Final Exams -NJASK8

In addition to these practices, students are also identified as at-risk based on excessive tardiness, high absenteeism, and behavioral challenges.

7. How are educationally at-risk students provided with effective assistance?

Once a student is identified, the classroom teacher provides interventions and differentiated instruction to address the student's individual needs. The range of interventions varies by grade-band:

- K-2 Differentiated Instruction-School-Based Coaches -In-House Tutors-After-School Programs
- 3-5 Differentiated Instruction -School-Based Coaches -After-School Programs
- 6-8 Differentiated Instruction -School-Based Coaches -In-House Tutors -After-School Programs - Coach RTC Support

In the case of excessive tardiness, high absenteeism, and behavioral challenges, an appropriate mix of the following strategies is employed:

- Parent volunteer support
- After school programs, such as the Youth Development Program
- School social worker intervention/support
- Substance Abuse Coordinator support

- Outside resources as needed
- PRC intervention
- School counselor intervention/support

8. How does the needs assessment address migrant student(s) needs?

N/A

9. How does the needs assessment address homeless student(s) needs?

N/A

10. How were teachers engaged in decisions regarding the use of academic assessments to provide information on and improvement of the instructional program?

Teachers gave input after collaborating through Grade Level/ Vertical Meetings, where the uses of academic assessments were discussed. Working within the parameters of the curricula, indigenous assessments, and teacher-created summative /formative assessments, teachers will implement these tools as a means to improve instruction and target areas of need. A teacher reflective survey was analyzed to consider best practices and suggestions for improvements.

11. Describe the transition plan for preschool to kindergarten, if applicable.

NA

12. Describe the process used to select the priority problems and root causes for this plan?

Processes and techniques similar to those used to undertake the Needs Assessment were used. This included: directly involving following stakeholders: the SLC, SLC subcommittees, administrators, teachers, parents, students, and community partners. School needs assessment priorities were identified by analyzing the Professional Development Survey, NJASK test data, AYP status, district-level assessments, school-level assessments, school report card, Cambridge recommendations, teacher observations, and ongoing student data from the Progressive Data Analysis. The data collected by the data teams in literacy, math, science, the use of technology, and parental involvement were reviewed and analyzed.

In addition, the school held a number of faculty sessions and three community meetings designed to provide maximum opportunity for stakeholder engagement. The student voice was also heard both through teacher and parent advocacy. and focus group discussions.

13. What did the data analysis reveal regarding the root causes of subgroups not meeting AYP?

The school has only one significantly relevant ethnic grouping – black. However, within this group there are variable trends between male and female students. In the early grades, females consistently out-perform the males in both Language Arts Literacy and Math. However, in the higher grades the picture is more variable with males outperforming females in math, but still under-performing relatively to the Females in Language Arts Literacy. Across all grades, the ED students tend to perform slightly below the norm

14. How did the needs assessment results and evaluation of current programs lead to the selection of the SIG model (Transformation, Turnaround, Restart or Closure)?

The school is a SINI Year 6 school and many of the teachers have been at the school for a number of years. Thhe principal has been in post for less than a year and there is evidence of early improvement, particularly in the school culture. However, in order to ensure rapid improvement it was deemed necessary to replace at least 50% of the staff.

15. What is the process for removal of staff members deemed to be ineffective?

The LEA has agreed-upon criteria for the transfer of teachers from the school. These include student achievement measures, including growth models,

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both on internal and external assessments, the teacher's grading of students, teacher evaluations, and attendance.

16. Describe the incentive for Nationally Board Certified Teachers and Principals.

There are currently no Nationally Board Certified staff members. However, the school is looking to adopt the recommendations of the NJ Educator Effectiveness Task Force, March 2011.

The recommended incentives include:

- Administrative Days to be used at the teachers' discretion including but not limited to workshops, observations and visitations.
- PIF resources to attend conferences and/or seminars.
- Ability to present at district and/or regional administrators' meetings.
- Provide opportunities for distinguished teachers to facilitate after school sessions for teachers considering the process.
- Chair/Member of SLC sub-committee including but not limited to Curriculum & Instruction and/or professional development.
- Mentor new teachers and/or become cooperating teacher to college students

TURNAROUND PROJECT DESCRIPTION

Name of School: <u>Hawthorne Avenue School</u>

LEA : <u>Newark   Public Schools</u>

Turnaround SIG Required Activity – 1: Replace the principal and grant the new principal sufficient operational flexibility (which may include staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates.

Implementation Guidance

Establish clear criteria that describe the leadership behaviors needed to implement reform. These criteria should guide recruiting, hiring, supporting, and evaluating leaders. LEAs have the flexibility of retaining recently hired principals who have the experience and skills to successfully implement the SIG model.

Evidence of Implementation Indicators	Implementation Description	Timeline
1. The LEA identifies behaviors that leaders need to improve instruction and promote necessary school change.	In developing the behaviors that leaders need to improve instruction and promote necessary school change, the LEA will utilize school based research including: • NJ Educator Effectiveness Task Force, March 2011 • ISLLC, 2008 Educational Leadership Policy Standards • Assessing the Effectiveness of School Leaders: New directions and New Processes. Wallace Foundation, 2009 • Schools Need Good Leaders Now: State Progress in Creating a Learning-Centered School Leadership System, Southern Regional Education Board, 2007 • A Framework for the Assessment of Learning-Centered Leadership, Vanderbilt University, 2007 • New Jersey Department of Education Standards for School Leaders In particular PERFORMANCE EXPECTATION 2: Teaching and Learning Education leaders ensure achievement and success of all students by monitoring and continuously improving teaching and learning.	Pre-implementation

2. The LEA selects and hires a principal with the necessary competencies to be a transformation leader.	The school principal at Hawthorne has been in place for less than a year. Since his appointment he has attended the new principals Leadership Academy and been coached and supported throughout the school year. The research indicates that there are two core functions of transformational leadership. The first of these is *providing direction*; the other is *exercising influence*. There is clear evidence that the principal possesses the knowledge skills and attributes to fulfill these two functions. He: • Is an innovative leader • Is a change manager • Has a good understanding and is committed to the 21st century learning skills • Values collaborative leadership • Has a high degree of emotional intelligence • Promotes leadership at all levels The Lead Turnaround Partner will help support the principal in his role as turnaround leader.	Pre-implementation
3. LEA policy allows the principal reasonable discretion to implement new programs or strategies.	The Principal will be responsible for ensuring that the school provides all students with the opportunities to be prepare for college, work and citizenship. In particular, he will need to ensure that any programs and strategies are fully aligned with the NJ Core Content Curriculum Standards. The Principal will need to follow LEA procurement principles, but he will not have to adhere to prescribed LEA programs and strategies. The LEA has established a SIG Office which will oversee the implementation and development of all Turnaround schools within the district. One of the key functions of this office will be to empower and enable the principal to implement new programs or strategies if he deems necessary.	Year 1 – 3 Year 1-3 ongoing Pre-implementation ongoing
4. The LEA establishes a pipeline of potential turnaround leaders.	The LEA will follow the recommendations of the NJ Educator Effectiveness Task Force. In particular, the LEA will actively promote and develop: • Higher education pathways among staff • Develop Professional Learning Communities within and across turnaround schools • Peer assistance models • Support teacher internships	Year 1 ongoing Year 2 -3

The school will actively encourage highly qualified staff with leadership potential to become actively engaged in these programs	
5. The LEA creates the expectation that the principal will develop staff instructional capacity, and provide opportunities for sharing authority to guide the learning agenda.	The LEA, through the Office of Innovation and Change, and in conjunction with the Lead Turnaround Partner (LTP), will actively encourage and support the principal in developing a collaborative School Instructional Leadership Team (SILT) with shared responsibility for developing and guiding the school's learning agenda. This team could include: • Principal • School Operations Manager • Student Achievement Data Specialist • Reading Specialist • Math Specialist • Behavioral Specialist • Master Teachers The LTP will provide at-elbow coaching and support to the principal on distributive leadership to enable him to maximize the potential of the SILT. Through the SILT the principal will be able to provide opportunities to devolve and share responsibility and accountability for guiding the learning agenda. The use of peer-review, as recommended by the NJ Educator Effectiveness task force will enable multiple reflective feedback for teachers.

Year 1

ongoing

Turnaround SIG Required Activity – 2: Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students: (a) screen all existing staff and rehire no more than 50 percent, and (b) select new staff.

Implementation Guidance

The district and principal will utilize competencies, which are skills or consistent patterns of thinking, feeling, acting, or speaking that cause a person to be effective in a particular job or role, as a key predictor of how someone will perform at work. Examples of locally adopted competencies might include acting with initiative and persistence, planning ahead, flexibility, respect for and sensitivity to norms of interaction in different situations, self-confidence, team leadership, developing others, analytical thinking, and conceptual thinking.

Evidence of Implementation Indicators	Implementation Description	Timeline
	All staff will be given the opportunity to submit requests for transfer. The following criteria will be utilized for the 50% replacement of staff:	Pre-implementation
	• Annual Evaluation SY 2009-2010	March 2011
	Distinguished – remain	
	Unsatisfactory – remain (2010-2011) evaluation must document assistance provided)	
	Proficient / Basic - transfer	
	• Marks analysis SY 2010-2011	
1. The SEA and/or LEA establish a transparent system of procedures and protocols for evaluating staff.	≥25% D/F final grades – transfer	
	ABC = 100% - transfer	
	• Attendance SY 2009-2010	
	18+ absences - transfer	
	• Seniority (consider equal distribution across years of service in these three categories)	
	15+	
	5-15	

	0-5 • Performance on Standardized Test ≥25% Partial Proficiency – transfer A vacancy cannot be counted in the 50% removal. Certifications may result in <u>not</u> granting the request In years 2 and 3, the LTP will be directly involved in making recommendations on the recruitment and retention of staff.	
	As recommended by the NJ Educator Effectiveness Task Force, March 2011, the LEA will utilize the ISLLC, 2008 Educational Leadership Policy Standards as the main criteria for evaluating administrators.	Year 1
2. The LEA evaluates teacher and administrator skills and knowledge, using a variety of valid and reliable evaluation tools that can be used to guide PD, teacher support, and personnel decisions.	Evaluation of teachers will mainly focus on the *Achievement Through Teaching Excellence Teacher Evaluation and Performance Assessment Overview* Newark Public Schools. This utilizes Charlotte Danielson's *A Framework for Teaching* and places emphasis on Four Domains and Accompanying Components: Planning and Preparation; Classroom Environment; Instruction; and Professional Responsibilities. However, in line with the recommendations of the Gates Measures of Effective Teaching Project the LEA will also use a range of additional tools including: • New Jersey Department of Education Standards for School Leaders • Peer Assistance and Reviewers (PAR) • Master teachers • Student classroom surveys • Parental surveys • Effective Classroom Formal and Informal Observations In recruiting the LTP, the LEA will particularly focus on a provider which has extensive experience and expertise in providing high quality training and support for administrators in undertaking effective teacher evaluation using multiple measures.	Ongoing

	The Office of Innovation and Change and the SIG Office will serve as the liaison with the administrators and teachers unions to streamline the evaluation tools and make them more relevant to the turnaround process.	Year 1
3. The SEA and LEA document the evaluation process and provide training regarding the evaluation process.	In designing the documentation for the evaluation process and providing relevant training, the LEA will utilize the recommendations of the NJ Educator Effectiveness Task Force, March 2011 and findings of pilots in other locations such as New York City, Memphis, Pittsburg and Tampa. Findings highlighted the need for continuous professional development in the areas of: • Pre-conferencing • Effective classroom observation • Scrutiny of student's work • Post-conferencing • Providing constructive feedback, based on strengths and areas for development *Achievement Through Teaching Excellence Teacher Evaluation and Performance Assessment Overview*, Newark Public Schools provides a detailed framework for the evaluation process and procedures The LEA will also provide professional development in the 5 Dimensions of Teaching and Learning. These 5 areas focus on the standards and teaching points of: • Purpose • Assessment • Classroom Culture and Environment • Student Engagement • Instruction and Pedagogy Outside Provider/s will provide professional development on Effective Classroom Observation. The LEA and the Office of Innovation and Change (SIG Office) will also undertake quality assurance monitoring visits and ensure consistency of judgments between the evaluators.	Year 1 Year 1-3

4. The SEA and LEA periodically assess the quality and usefulness of the evaluation process.	In order to assess the effectiveness of the evaluation process, the LEA will establish a regular pattern of monitoring, evaluation, review and revision. During any given year this will include: • On-site visits by LEA personnel and ongoing LTP presence to shadow the evaluation process in a school • Review of the evaluation cycle in a school • Teacher surveys • Administrator surveys • Student surveys • Parent Surveys	Year 1 ongoing

5. The LEA staff evaluation process takes student achievement into account as well as other indicators, such as reflection and observation.	The NJ Task Force on Educator Effectiveness and other projects highlight the importance of using a range of measures as part of the evaluation process. These measures will include:
	
	Student Achievement
	• Student growth on state assessments
	• School wide performance measures
	• Other performance measures including for example:
	  – interim test scores
	  – Learnia (formative benchmark assessments)
	  – teacher based formative assessments
	
	Teacher Performance:
	• Classroom observations
	• Other measures including for example:
	  – Student classroom surveys
	  – Teacher classroom surveys
	  – Parent classroom surveys
	  – Student attendance
	  – Teacher attendance
	  – Behavior incidents
	
	In recruiting the LTP, the LEA will particularly focus on a provider which has extensive experience and expertise in providing technical assistance and utilizing multiple measures for student achievement as part of an effective teacher evaluation process.
	
	The LEA will institute a cycle of monitoring, evaluation, reviews and revision.
		Year 1
		
		ongoing

6. The LEA monitors the evaluation process and reviews results.	This cycle will include: • Ongoing input of LEA, SIG Office and LTP • Desktop analysis of the evaluation rating, including inter-reviewer reliability	Year 1 ongoing

• Student data analysis to match student growth against teacher evaluation ratings • Stakeholder surveys • A meta-analysis of findings, including impact on student achievement • Report and recommendations for modifications and changes to the evaluation process

Turnaround SIG Required Activity – 3: Implement strategies that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a turnaround school.

Implementation Guidance

Strategies to recruit, place, and retain staff may include financial incentives or non-financial incentives, such as increased opportunities for promotion and career growth, and more flexible work conditions. The LEA should analyze placement of staff across schools to assure that students with the greatest need are placed with skilled, experienced teachers.

Evidence of Implementation Indicators	Implementation Description	Timeline
	The mechanism for deciding on whether performance- based incentives have been met will be fair and transparent.	Year 1
1. If incentives are implemented, the SEA and/or LEA develop a valid, fair, and transparent method for deciding whether performance-based incentives have been met.	Building on NJ Educator Effectiveness Task Force recommendations and best practice research from the around the world, it is expected that the incentives will be measured against a set of 'tiered' Key Performance Objectives each of which will have clear success criteria. The LEA will recruit a LTP which has extensive experience and expertise in providing technical assistance and experience in promoting union engagement in the development of fair and transparent performance–based incentives. The Office of Innovation and Change and the SIG Office will serve as the liaison with the administrators and teachers unions to address incentives.	
	In discussion with the Newark Teachers Union, incentives will be developed to recruit and retain teachers, including performance-based incentives.	Year 1 and ongoing
2. The SEA and LEA develop a performance-based incentive system in partnership with teachers, teachers' unions, and other relevant stakeholders.	Already in place is a union negotiated rate for teachers and other staff participating in the extended learning hours for programs all students. In the case of teachers, this is $49 per hour, in Year 1, compared with a $37 per hour rate for supplemental pay for other activities beyond the contractual school day. Incentives for administrators are being negotiated with the City Association of Supervisors and Administrators (CASA), and will be in place by August 2011. The LEA will also follow the recommendations of the NJ Educator Effectiveness Task Force and provide additional incentives for master teachers. For example, those teachers who choose to participate may be entitled to one or more of the following incentives: • Administrative Days to be used at the teacher's discretion including but not limited to workshops, observations and visitations	

- Teacher incentive fund resources to attend conferences and/or seminars.
- Ability to present at district and/or regional administrators' meetings.
- Provide opportunities for distinguished teachers to facilitate after school sessions for teachers considering the process
- Chair/Member of SLC sub-committee including but not limited to Curriculum and Instruction and/or professional development.
- Mentor new teachers and/or become cooperating teacher to college students.

Additional performance-based incentives could include:
- Whole school incentives for meeting student achievement targets
- Individual incentives for grade level teams, curriculum area teams meeting student achievement targets
- Whole school incentives for meeting professional practice targets
- Individual incentives for grade level teams, curriculum area teams meeting professional practice targets

The Newark Public Schools district has also agreed that Hawthorne Avenue staff can participate in the Transformative Teachers and Leaders Scholarship with Concordia University program, which is providing a limited number of scholarships to NPS employees who are accepted into a Concordia University online Master of Education program.

3. The SEA and LEA develop policies that facilitate performance-based dismissals.	The LEA policies will take into account the recommendations made in the influential Performance-Based Dismissals, 2009 report by the Center on Innovation & Improvement. These recommendations include: - providing greater flexibility and support for leaders in turnaround schools - including negotiating expedited processes for performance-based dismissals in turnaround schools - enabling greater flexibility over class sizes and classroom assignments - prioritizing recruitment, hiring, and placement for turnaround schools; and - assembling teams to assist principals with dismissal procedures In recruiting the LTP, the LEA will seek to appoint a provider which has extensive experience and expertise in developing and implementing performance-based dismissals.	Year 1 and ongoing

4. LEA hiring procedures and budget timelines support recruitment and hiring of high-quality teachers.	Newark Public Schools will facilitate best practice hiring procedures which will include: • Transfer Job Fair • Administrative Recommendations • Recruitment from outside the district • College Recruitment • Student Teacher Partnerships • Utilize hiring committee to participate in a 3-Day Rigorous application and screening process where all committee members provide equitable feedback: NPS has already identified and advertised a range of positions, subject to budget confirmation which will enable the school to transform its faculty. These posts include but are not limited to: • Reading Specialist • Math Specialist • Behavioral Specialist • Student Achievement Data Specialist The LEA will appoint an LTP which has extensive experience and expertise in assisting schools and districts to recruit and retain high quality teachers.	Pre-implementation March – August 2011 Yearly ongoing
5. LEA and school provide targeted assistance to underperforming teachers.	The Newark Public School's *"Achievement Through Teaching Excellence- Teacher Evaluation and Performance Assessment Overview"* is premised on empowering effective teachers. However, NPS recognizes that not all teachers are equally effective. The LEA and school will implement an early warning system as part of the performance evaluation process. If at any stage in the process an individual teacher is identified as underperforming, they can be provided with targeted support and assistance in a timely manner. NPS has recognized three Tiers: TIER I TIER II TIER III No Demonstration Minimal Demonstration Partial Demonstration There are clear procedures in place for any teacher who received an unsatisfactory annual evaluation the previous year. These include the school administrator placing the teacher in the Teacher Assistance Program (TAP), if the teacher accepts the offer.	Annually

	In addition to in-school and district support, the LTP will also provide access to support and training from outside educational consultants who specialize in supporting and enabling underperforming teachers to grow.

Turnaround SIG Required Activity – 4: Provide staff ongoing, high-quality job-embedded professional development (PD) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.

Implementation Guidance
Effective PD: (1) occurs on a regular basis (e.g., daily or weekly); (2) is aligned with academic standards, school curricula, and school improvement goals; (3) involves educators working together collaboratively, and is often facilitated by school instructional leaders, school-based PD coaches, or mentors; (4) requires active engagement rather than passive learning by participants; and (5) focuses on understanding what and how students are learning, and how to address students' learning needs (e.g., reviewing student work and achievement data; collaboratively planning, testing, and adjusting instructional strategies, formative assessments, and materials based on such data).

Evidence of Implementation Indicators	Implementation Description	Timeline
1. The LEA and school provide PD that is differentiated based on teacher experience and expertise, and student data. Professional development does not interfere with the classroom schedule.	The school will build on its embryonic collaborative learning to develop a philosophy and approach of a learning community. It will also continue the newly implemented best-practice of using Grade-Level and Vertical Meetings as Professional Learning Communities (PLC) which will enable all staff to actively participate in and facilitate ongoing continuous professional development PD.	Summer 2011
	The LEA and the school, in conjunction with an outside Lead Turnaround Partner, will design and implement a coherent program of PD that is differentiated based on teacher experience and expertise, and student data.	
	This program of PD will commence with a Summer Institute. In addition to planning, preparation and teacher orientation, the Summer Institute will also include tiered training facilitated by outside consultants and School Leaders. It will focus on : • PLC facilitation training • Effective classroom observation • Providing constructive reflective coaching • Learning and teaching strategies It will also provide introduction to • formative assessment and differentiated instruction • literacy across the curriculum • behavior for learning • social and emotional aspects of learning • school culture and parental involvement • data-driven instruction	Year 1

- curriculum –mapping
- instructional technology
- teacher efficacy

During the course of the year, the Reading and Math Specialists and the LTP, either on their own or in conjunction with other approved external providers, will provide classroom-based job-embedded PD particularly in differentiation of teaching and learning

This PD will be supplemented by a planned program of PD delivered through PLCs.

- Grade level PLCs - scheduled collaborative planning time for teachers to have weekly meetings for professional development activities, as well as time built in to work together for planning, including designing interim assessment and curriculum-mapping

- Content area PLCs- scheduled collaborative planning time for teachers to have bi-weekly vertical content area meetings for professional development activities, as well as time built in to work together for planning, including designing interim assessments and curriculum-mapping

Each year, the school, the LEA and the LTP will agree upon a specific PD program which will be determined following detailed review and evaluation of the successful implementation of the school's improvement plan and the agreed-upon needs of all staff.

For example, during the first year, the LEA, the school and the LTP will facilitate job-embedded PD that focuses on equipping teachers with the competences needed to apply evidence- and standards-based practiced effectively.

These are likely to include the following:

- Common Priorities Planning which enables teachers to plan, monitor and evaluate the implementation of the Core Content Curriculum Standards
- 21st Century skills – to promote The Principles of Learning which embed 21st Century skills in the preparation, planning and delivery of all lessons
- LAL coaching aimed at improving student achievement in language arts
- Literacy across the curriculum- including cross-reading content- designed to encourage teachers of all subjects to be teachers of reading
- Math coaching aimed at improving student achievement in math

Ongoing

Ongoing

2. The LEA and school provide PD that equips teachers with the competencies needed to apply evidence- and standards-based practices effectively.

Year 1

- Behavior for Learning – a program which assists with classroom management. This includes working with staff to develop school wide procedures based on a range of Positive Behavioral Interventions and Supports (PBIS). - SEAL –Social and emotional aspects of Learning - a program designed to building social and emotional competencies of all students - TRIUMPH – a program, linked to TRIPOD student surveys, which is tailored to enable teachers to enhance the learning culture and relationships within the classroom - ELLI – Effective Lifelong Learning Inventory – a program designed to enable all staff to identify the learning styles of each student within every class	
3. The LEA and school define high levels of implementation of practices, and monitor changes in teacher practice and student outcomes. The LEA, the LTP and the school will monitor and evaluate implementation levels of practices based on a range of measures including: - Effective Classroom Formal and Informal Observations - Scrutiny of student work - Peer Assessment and Review The level of implementation will be measured against a range of consistent standards including: - The Framework for Teaching - Implementation of the common core curriculum - Ongoing Data Analysis	Annually ongoing
4. The LEA and school promote professional learning communities and a school culture of continuous learning. During the first year, in addition to the grade level and content area PLCs, a whole-school PLC will focus on: - Collaborative leadership - Bridging the divide between the middle grades and primary grades to enhance cohesion across the entire school - 21st Century skills– to embed the use of technology across the curriculum - Parent involvement - developing opportunities for the active engagement of parents and the wider the community in the school	Year 1
5. The LEA has a system to evaluate PD providers and select only those providers considered to be of high quality; the LEA provides approval oversight to PD providers selected by the school. The LEA will issue a series of RFPs specifically linked to the SIG funds. The application will be vetted against agreed-upon criteria, and providers will be held accountable for the effective implementation of agreed upon performance based contract and in particular its impact on the professional growth of all staff and student achievement. It is anticipated that the PD providers will be able to: - Employ research-based strategies that provide an immediate and dramatic turnaround in student achievement	Pre-implementation During Year 1

- Recommend which existing programs are to be continued and which programs are to be eliminated
- Provide comprehensive, coherent, manageable and integrated instructional and support programs
- Promote student motivation for learning
- Provide formative and ongoing reports on program effectiveness to include, but not limited to, student achievement, parental involvement, student attendance, and student discipline

Turnaround SIG Required Activity – 5: Adopt a new governance structure or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability.

Implementation Guidance
Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, or hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer.

Evidence of Implementation Indicators	Implementation Description	Timeline
1. The LEA has a structure in place, such as a turnaround office or team, to direct and support SIG implementation. Senior leadership with school improvement skills leads this office or team.	The LEA has established an Office of Innovation and Change, to which SIG schools will report. The Chief of Innovation and Change is a member of the Superintendent's Executive Staff. There is also a SIG Director who reports to this office.	Pre-implementation
	The SIG school Principal will report directly to the Office of Innovation and Change and will be outside of the district's typical geographical regional assignment.	Year 1 and ongoing
	The LTP will also be held directly accountable to the Office of Innovation and Change.	
2. The LEA allocates resources to support the turnaround office or team.	The LEA will allocate SIG funds directly to schools, following district procedures. These funds will only be used for the specific purposes identified in the school's SIG application. Hawthorne Avenue School will contribute its proportionate share of the cost of the SIG Director, Accountant, Clerk, and Student Achievement Data Specialist if it is a SIG II funded school. The SIG Director, Accountant and Clerk are currently funded by SIG I schools.	Pre-implementation and ongoing
	The SIG Office will play a key role in monitoring the effective and appropriate use of these funds. The SIG Accountant will provide monthly reports on spending to the SIG Director and Principals.	
	The Office of Innovation and Change and SIG Director will be responsible for ensuring that SIG funds are used to supplement and not supplant existing funding.	
3. LEA policies and operating procedures are reviewed and recommendations made for changes if barriers to reform are identified.	The LEA has reviewed and revised its policies to ensure that recommendations have been made to enable the school to effectively implement the reform measures. For example: • Transfer criteria have been established • A range of teaching posts which are specifically targeted at the turnaround school have been identified and advertized • The school is exempt from having to accept teachers on the basis on seniority • The school is exempt from attending any mandated district-wide PD	Pre-implementation Annual review and revision

	The Office of Innovation and Change and the LTP will play a key role in assisting principals by ensuring that these revised policies and practices are implemented with efficacy and that they have maximum impact on student achievement.	Pre-implementation
	The LEA will issue a series of RFPs specifically linked to the individual requirements of the school. All applications will be vetted against agreed-upon criteria. All contracts will be performance based and subject to renewal based on performance.	Annually ongoing
4. The LEA has a process in place to carefully screen, select, and monitor external partners based on specific criteria closely aligned to meeting identified school needs.	The LTP is a significant partner with the principal and school leaders the effective implementation of the turnaround program and in particular its impact on the professional growth of all staff and student achievement. It is anticipated that the LTP will be able to develop and establish systems that will allow the principal and school leaders make dramatic and immediate changes in the four areas identified in the MASS Insight Turnaround model: 1. People: Authority over selection, compensation, and work rules 2. Time: Authority over scheduling, longer day, longer year 3. Program: Flexibility to shape program to students' needs and turnaround priorities 4. Money: More budget flexibility, more resources	
	In selecting the Lead Turnaround Partner, the LEA will pay particular attention to partners that have a well established track record of building local capacity. To that end, the LTP will have a diminished role in the school each year as the principal and school leadership implement best practices with fidelity and consistency.	Pre-implementation Ongoing
	By the end of Year 3, the LEA and the school need to have embedded capacity which will enable them to sustain the reform.	Year 3
5. The LEA has a clearly articulated plan to sustain reform beyond the funding period.	The LEA has already created school-based budgeting for principals for the 2011-2012 school year. Thus by the end of year 3: • The school is able to prioritize its budget based on need • The school has maximum devolved authority, including the ability to move funds within headings, where this meets fiscal statues. • The school is able to articulate a plan for securing external support based on identified needs.	
6. The LEA and school align SIG resources with other resources to sustain interventions.	SIG funds will be used to supplement not supplant school budgets. Annually each school budget is determined based on a district "floor plan" comprised of multiple variables such as school type, number of students by category (general	Ongoing

education, special education at risk free-and reduced-priced lunch) and so on. Formula grants such as Title I, IDEA are also utilized.

The LEA, school, and LTP will ensure that all resources are fully aligned with the school's SIG plans.

They will also work in partnership to maximize the impact of SIG funding by further supplementing resources available through collaborative partnerships with local philanthropic organizations.

Turnaround SIG Required Activity – 6: Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards.

Implementation Guidance

If an LEA determines, based on a careful review of appropriate data, that the instructional program currently being implemented in a particular school is research-based and properly aligned, it may continue to implement that instructional program. However, it is expected that most LEAs with Tier I or Tier II schools will need to make at least minor adjustments to the instructional programs in those schools to ensure that those programs are, in fact, research-based and properly aligned.

Evidence of Implementation Indicators	Implementation Description	Timeline
1. SEA and LEA data systems facilitate the collection, interpretation, and use of data to drive instructional change.	The LEA has introduced Power School, School Net and Learnia. It will work with the school to ensure that the school maximizes their use.	Pre-implementation
	In particular, Power School will utilize statistical data and align with School Net to analyze trends in student achievement as well as with various other data components, including the New Jersey Assessment of Skills and Knowledge data.	Year 1-3
	The LEA will work in partnership with the school and the Lead Turnaround Partner to ensure that appropriate PD is provided to ensure that the school is able to use data effectively to drive instructional change both at grade level and vertically across grades.	
	In appointing the LTP, the LEA will seek a provider that has extensive experience and expertise in the effective use of data to drive instruction and improve student achievement. During the first year, the LTP will build local capacity in the school by providing intensive job-embedded support and training for the administrators and teachers at Hawthorne Ave. School to ensure that they make maximum use of all data. The SIG Office will appoint a Data Specialist who will be responsible for developing, managing, packaging, analyzing and interpreting all currently available and newly developed sources of student achievement data for application to teaching and learning. This data will be made available to the Principal and LTP on a routine basis.	
2. SEA, LEA, and school provide access to timely data that include disaggregated statewide assessment scores, school performance, and aggregated classroom observation data.	With the introduction of system wide processes including Power School, School Net and Learnia, the school and the LTP will have access to timely data including disaggregated statewide assessment scores, school performance, and aggregated classroom level data.	Year 1-3
	The school will set bi-weekly assessments in LAL and math.	
	Qualitative data from multiple classroom observations by principal, school administrators,	

	peer-reviewers, reading and math specialists and external partners will also be collated by the LTP and Data Specialist.	
3. LEA and school ensure that instruction is aligned with standards and benchmarks.	The LTP will coach the School Instructional LeadershipTeam and school Data Team to analyze all quantitative and qualitative data to ensure that teaching is on track with planning, as well as students showing growth with learning objectives. Feedback from the classroom observations will also be used anonymously to enable staff to reflect on the effective implementation of data- driven instruction and plan for student learning across the grades during the grade and content area collaborative planning sessions. By the end of the three years' classrooms are equipped with appropriate technology, such as SMART boards and laptops, which enable all teachers to integrate the use of 21st Century skills within their lesson planning and ensure equitable access to technology for all students	Year 1-3
4. LEA and school dedicate structured time for PD and staff collaboration around data interpretation.	During the Summer Institute, the LTP and the LEA will provide all staff with training in data -driven instruction which will include: • Data analysis including individual student and cohort tracking to identify value added growth • Summative Assessment and State Test Review • Quarterly Formative Assessment Review The LTP, school instructional leadership team and Data Team will provide ongoing PD, during weekly PLC meetings to ensure that all staff is able to interpret and understand the implications of formative and summative assessments.	Pre-implementation Year 1-3 ongoing
5. LEA and school demonstrate use of data to guide instructional change, and the school defines a process where teacher and administrator teams meet to review data and plan improvement.	The LEA and the school, in partnership with the Lead Turnaround Partner, will provide intensive training and support for all teachers in specific strategies to address areas such as: • Curriculum-mapping, • Differentiation of teaching and learning • Personalization of learning During the regular PLC sessions, staff will also receive training and support in the use of Understanding by Design for curriculum mapping and the Common Priority Program for collaborative development and design of lesson plans based on student data and peer- observations.	Year 1 ongoing

The school leadership team will also develop an Operational Handbook which addresses protocols and processes for a variety of instructional, behavioral and operational issues, including the use of data to guide instruction.

Turnaround SIG Required Activity – 7: Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.

Implementation Guidance

Student data should include a wide range of information from formative, interim, classroom, and summative assessments. The LEA and school must have a system to manage, report, and use these multiple measures of student achievement in a way that effectively measures student growth, and provides information on the strategies and interventions most likely to have contributed to that growth. Processes are in place to share data with parents and students in an easy-to-understand format, and in the language of the recipient.

Evidence of Implementation Indicators	Implementation Description	Timeline
1. The SEA and LEA provide access to timely data to schools.	With the introduction of Power School, School Net and Learnia, the LTP and the school now have access to timely data.	Pre-implementation
	During the first year of implementation, the LTP and the SILT will focus on ensuring that this data is used effectively by all staff and administrators to inform and differentiate instruction.	Year 1
2. LEA and school dedicate structured time for PD and staff collaboration around data interpretation.	The introduction of scheduled grade level and content area PLCs will provide structured time for PD and staff collaboration.	Year 1
	During the grade level and content area PLCs, teachers will look at, review, and analyze formative and summative assessments and student work under the guidance of the Reading and Math Specialists, the LTP and the Data Specialist.	Pre-implementation
3. The LEA has established annual goals for student achievement.	The LEA will establish annual goals for student achievement. These goals will be disaggregated by grade level and sub-groups, including boys and girls.	Pre-implementation
	These school and grade-level goals will be shared with all staff.	Year 1
	The LTP, SILT and Data Team will then support staff, during PLC sessions, to develop achievement and learning goals for every class and each student.	Ongoing
4. The LEA has ongoing diagnostic programs in place to assess annual goals for student learning and effective practice.	The LEA has a range of ongoing diagnostic programs in place to assess annual goals for student learning and effective practice.	Pre-implementation
	The school will supplement the LEA's program by developing diagnostic tests for every grade, including subjects of math, LAL. These assessments will include:	Year 1

	• LEARNIA for students 3-8 • DRA for students K-2 • Internal teacher-driven assessments • Bi-weekly assessments developed by content-area coaches	ongoing
5. LEA and school demonstrate use of data to guide instructional change, and the school defines a process where teacher and administrator teams meet to review data and plan improvement.	The LTP, School Instructional Leadership Team and the School Data team will meet on a monthly basis to review and evaluate the impact of the use of data to guide instructional change	Year 1
	At the end of each grading period, this meeting will also analyze the impact of the instructional changes on student attainment. They will review the impact of the SIG Turnaround Project initiatives and make any recommendations for further improvement.	ongoing
	Students will be aware of achievement data through individual student portfolios and ongoing discussions with their personal learning mentors.	Year 1
6. The LEA and school share student progress data with parents and students.	Parents will be introduced to the student progress data at an initial meeting at the start of the academic year, and then will receive quarterly reports via the school Report Cards that will include formative assessment data (reading levels, LEARNIA, unit assessments)	Ongoing
	This will be followed by invitations to participate in "Parents University" which will provide a series of planned activities throughout the year to assist parents in understanding what their children are learning, how they are learning, and the progress they are making. These sessions will also serve as support sessions for parents, providing them advice and tips on how to help their children to develop better study habits	Year 1
	The school Report Cards will include formative assessment data (reading levels, LEARNIA, unit assessments)	Year 1
	Parent Conferences will be mandated for all students four times a year. These conferences will be offered at different times of the day, and for parents who are house-bound or otherwise unable to attend school meetings, the school will either undertake home visits or provide the information using conference calls.	ongoing
	After Early Detection of At-Risk students, their parents will be notified to learn about the learning plans being developed for these students.	

The school will also introduce learning compacts for all students in which teachers, administrators, district and external partners and the student all commit to work together to enable all students to succeed.

Turnaround SIG Required Activity – 8: Establish schedules and implement strategies that provide increased learning time for all students.

Implementation Guidance

"Increased learning time" means using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for (a) instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography; (b) instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate, with other organizations; and (c) teachers to collaborate, plan, and engage in PD within and across grades and subjects. Research supports the effectiveness of well-designed programs that expand learning time by a minimum of 300 hours per school year.

Evidence of Implementation Indicators	Implementation Description	Timeline
	There is clear scientifically-based research to show the direct correlation between well-designed programs that expand learning time and student academic growth.	Pre-implementation
	Extending the day for all students and integrating out-of-school activities within the daily schedule can have a marked impact on the school culture and student achievement.	Year 1 and ongoing
	Some schools have implemented alternate Saturday schools as a means of providing expanded learning time.	
	Some schools have extended the school year by up to 20 days – providing up to an additional 160 hours of learning time.	
1. The SEA, LEA, and school are familiar with evidence-based practices to provide increased learning time.	However, the first step in expanding learning time is to review the existing school schedule, customs, and practices to ensure that maximum benefit is gained from currently available time.	Pre-implementation
	Hawthorne Avenue School will maximize currently available time by reviewing the schedule to reduce time lost due to inefficient practices, including time taken to serve breakfast, and by reducing transition times.	
	At the same time, the school day will be adjusted to add 1.5 hours per day, ending at 3:45pm. *Because of the neighborhood served by the school, extending the school day beyond 4:00 pm for all students is not viewed as safe by the majority of stakeholders.*	
	In addition to extending the learning time for all students during the 155 school days of the main school year, the school will also introduce an early Summer Session for all students. Students will return in August 2012, for 5 days for 6.5 hours, yielding an	

additional 32.5 hours.	
Total extended learning time will be 232.5 SY hrs + summer session of 32.5 hrs = 265 hrs for the first SIG year.	
The school will also continue to provide Saturday Academies at key times of the year to provide further opportunities prior to state tests.	
The school leadership, LTP and the LEA will be responsible for monitoring and evaluating the effectiveness of these programs, and, in particular, their impact on student achievement.	
2. The LEA and school identify community needs and partnership opportunities.	Pre-implementation
The school is seeking to significantly expand its links with the local community. It currently has relatively few links.	
The Young Men's/Young Ladies' Academies have linked with several organizations to address the social development of students in Grades 6-8. These organizations include: • The Hawthorne Avenue School Young Men's Academy's Excellence Without Exception Foundation • University of Medicine and Dentistry (UMDNJ) Trauma Center • Essex County College • Omega Psi Phi Fraternity, Inc.- Upsilon Phi Chapter • Boy Scouts of America • Soles for Souls	Year 1
The school will further develop the work of these Academies.	
The school will work with the local community to identify learning mentors for students. It will also seek to build a wider range of special-interest clubs and activities including: • Art • Book Club • Chess • Chorus • Music • Technology	Year 2 Year 1

The school will also seek to develop partnerships with: • Local universities • Local faith groups • Health, Police and Social Services • Local businesses • Local philanthropic organizations	Year 1 - 3
The school will work in partnership with the LEA and local community partners to develop a **Parent University** which will provide free courses, workshops, and information to families to assist them in helping their children become successful in school and in life. We envision that Parent University will offer courses in four primary strands:	
Strand I - Parenting Awareness. These offerings will provide information that can empower parents to raise confident, educated children ready for the 21st century. Strengthening parents means strengthening children.	Year 1 development and planning
Strand II - Helping Your Child Learn in the 21st Century. These offerings will provide parents information about how to support children's academic opportunities and challenges today.	
Strand III - Health and Wellness. These offerings will support information and activities to help families build healthy lifestyles physically as well as emotionally.	Year 2 Implementation
Strand IV - Personal Growth and Development. These offerings will help parents to grow personally and professionally so they can become the most effective advocates for their children.	
In recruiting the LTP, the LEA will seek to appoint an LTP which has a proven track record in supporting schools to develop and implement a wide range of community partnerships.	

3. The LEA allocates funding for extended learning programs.	The LEA has agreed to allocate funds for extended learning hours including Saturday Academy. The funds will cover supplemental pay per union-negotiated rates. The LEA will also continue to support the breakfast and nutritional snacks program for extended learning hours. The LEA, the school and the Lead Turnaround Partner will also seek outside funding, or payment in kind, from philanthropic organizations, and local businesses to provide assistance for community and families beyond the grant period.	Pre-implementation Year 1-3
4. The LEA supports school leadership in developing and sustaining community partnerships.	The principal and LTP will develop a range of committees and working groups to coordinate parent and community partnerships. In recruiting the LTP, the LEA will seek to appoint an LTP which has a proven track record in supporting schools in developing and implementing a wide range of parental opportunities.	Year 1-3
5. The LEA provides PD to ensure that extended learning programs are aligned with the school curriculum.	The LEA and the Lead Turnaround Partner will provide continuous professional development for staff which will ensure that the extended learning program is aligned with the school curriculum. These will include, for example: • Understanding by Design • Common Priority Planning • The use of data to drive instruction • Differentiated instruction • Personalized learning • Social and Emotional Aspects of Learning • Promoting positive behavior	Year 1- 3 Ongoing
6. The LEA and school have a system of assessing the progress of the extended learning program and using data to guide instructional changes.	A sub-committee of the school Data Team will develop monitoring and evaluation processes and procedures to assess the progress and impact of all extended learning time activities. The Data Team will track data trends for specific initiatives, such as the Saturday Academy and student academic growth. This assessment will include the use of stakeholder surveys.	Year 1

Turnaround SIG Required Activity – 9: Provide appropriate social-emotional and community-oriented services and supports for students.

Implementation Guidance

Strategies to actively recruit and involve a broader sector of stakeholder support for school improvement undergirds LEA and school community involvement initiatives.

Evidence of Implementation Indicators	Implementation Description	Timeline
	The LEA and the school are committed to fully implementing the Core Curriculum with fidelity and rigor. In recruiting an LTP, the LEA will seek to appoint a provider which has extensive experience and expertise in supporting schools, both to fully implementing a high quality Core Curriculum and Career and Technical Education programs. The school will use its delegated autonomy to abandon specific elements of the currently Mandated Curriculum selections (in particular Everyday Math and Connected Math which do not, and have not, met the needs of the students attending Hawthorne Avenue School).	Pre-implementation
1. The LEA ensures each school has a strong academic program, with all other services complementing the central academic mission.		Year 1
	However, rather than replace these curricula with a different set of instructional programs, the school will engage an external partner who will provide training and support to teachers to modify and develop their own grade level pacing guides to accompany the spring 2011 curriculum map developed by the school administrators and teachers which focus on the academic content, skills and understanding required to meet the Core Curriculum. The external partner will also ensure that there is vertical articulation and alignment.	Year 1
	The school will also introduce and develop a SEAL (social and emotional aspects of learning) program to promote the social and emotional aspects of learning. The school will develop a Code of Conduct (COC) that focuses on promoting positive expectations, rewards, and incentives. It will also build on the NPS Discipline Policy and take into account best practice from Positive Behavior Interventions and Support programs which are designed to positively affect not only student behavior, but student quality of life.	Year 1 planning Year 2-3 implementation
	The school, with the assistance of the LTP, will also review the use of advisories and adopt the principles of the NASSP Breaking Ranks in the Middle.	

2. The LEA supports sustainable and effective community partnerships (e.g., requires partnering organizations to designate an employee at school site to operate as a contact point for school, family, and community; develops joint financing of facilities and programs with community and local government).	In addition to promoting social, emotional, and academic opportunities, the school will provide resources to support students in overcoming the challenges they face in the larger community. These supports will include: • Enhance regular classroom strategies to enable learning • Implement a peer mediation program • Support transitions • Increase home and school connections and engagement • Increase community involvement • Facilitate student and family access to effective services and special assistance and support	Year 1
	The School Counselor will work closely with the School Leadership Team, the principal, LTP and LEA to develop effective community partnerships.	Years 2 and 3
	Initially these community partnerships will build on the existing links which the school has with a number of local organizations including: • University of Medicine and Dentistry (UMDNJ) • Essex County College • Omega Psi Phi Fraternity, Inc.- Upsilon Phi Chapter • Boy Scouts of America	
	The school will develop a Community Partnership Committee involving students, parents, staff, and other stakeholders to develop and review services to be offered at the school site	Year 1
3. Schools involve a broad representation of parents, community members, school staff, and other stakeholders in planning and implementing services offered at the school site.	They will commence by reviewing existing offerings, such as Parent eBoards. **The Parent eBoard** is like a virtual bulletin board filled with Post-It notes that contain a variety of information. The information can be in the form of text, digital pictures, attachments of flyers or newsletters, and links to websites. If parents cannot attend meetings or did not receive the information that was distributed, the Parent eBoard can be used to help keep the lines of communication open. The Parent eBoard can be viewed by any parent that can get on the Internet either at home, the library, at church, or at school.	ongoing
	Another key starting point will be the Behavior Support Support program. Research shows that PBIS should not be used only in the classroom. It must encompass all aspects of the individual's life, including school, family, home, and social life. It is not designed to be a "quick fix" to a behavior problem, but rather, a long-term, multi-dimensional support system.	

Stakeholders -- all the people that have an interest in a student's behavior -- include family members, friends, employers, community members, teachers, school administrators, and various professionals. They all become engaged in the support system that helps the individual achieve improved quality of life.

This program will be the launching pad for the school to develop 'wrap-around' services based within the school to provide student and family support.

Over the three years of the program, it is envisioned that the school will develop a wide range of wrap-around supports and services. The following examples are drawn from existing programs which already operate in a number of NPS schools:

Academics:
- Research-based core instruction
- Targeted interventions
  - o Students at risk
  - o Rapid response
  - o Frequent Progress monitoring
- Intensive Interventions
  - o Individual students
  - o Diagnostic assessments
  - o High Intensity support
- Homework lab
- Parents able to go online to retrieve homework
- University partnerships for student emergence
- Mentors from the university

Social and Emotional:
- Universal interventions
- Targeted group interventions
- Intensive individual interventions
- Facilitating student and family access to effective services and special assistance and support, for example:
  - o Health services
  - o Speech therapy
  - o Social workers

o Police The school and the local community have also expressed an interest in exploring the opportunity to implement a Pre-K program.		Year 1
4. Schools provide PD to ensure that staff members work effectively with partnering organizations.	The school will provide a range of PD to be facilitated by the LTP and external partners with experience and expertise in community-based learning, and will include partnering organizations working alongside teachers on educational programming/curricular integration.	Year 1
	These activities will be designed to enable staff members to gain the confidence which they will need to actively embrace and work effectively with partnership organizations.	ongoing
5. LEA and school leaders periodically report to, and solicit input from, the school committee, staff, families, and community on school improvement.	Community leaders will be actively encouraged to visit the school and be guest leaders both at staff PD and community events.	Year 1
	The school will establish a Community Partnership Committee which will report back to all stakeholders.	

Turnaround SIG Required Activity – 10: Establish a system to collect data for the required leading indicators for schools receiving SIG funds.

Implementation Guidance

The nine metrics that constitute the leading indicators for the SIG program include (1) the number of minutes within the school year, (2) student participation rate on state assessments in reading/language arts and in mathematics by student subgroup, (3) dropout rate, (4) student attendance rate, (5) number and percentage of students completing advanced coursework (e.g., AP/IB, early-college high schools, or dual enrollment classes), (6) discipline incidents, (7) truants, (8) distribution of teachers by performance level on an LEA's evaluation system, and (9) teacher attendance rate.

Evidence of Implementation Indicators	Implementation Description	Timeline
1. The SEA has established a process to collect and analyze data, preferably at key points during the year so the SEA may provide support to help the LEA and school make needed corrections.	The LEA has established processes and procedures to collect and analyze data at various key points during the year. For example, Learnia is administered, scored and returned to the district at set intervals. The school and its Lead Turnaround Partner will be required to produce quarterly report on progress on all nine leading indicators and the respective success criteria. These reports will highlight key successes and areas for development. The school will also report the results of • Diagnostic Assessments given in August • Formative Assessments for math, LAL, and science given a minimum of two times throughout the year • Summative Assessment for math, LAL and science in June	Pre-implementation Ongoing
2. The LEA and school have established a data system that can collect and report information on all nine leading indicators.	The LEA and the school have data systems in place which allow for the collection and transfer of data and the production of report information for student data. The LTP and Data Specialist will work with the SIG Office to establish the reporting mechanism on the other leading indicators using district data.	Pre-implementation Ongoing

Turnaround SIG Required Activity -- 11: A turnaround model may also implement other strategies.

Implementation Guidance

The strategies include:

(i) Any of the required and permissible activities under the transformation model;

(ii) A new school model (e.g., themed, dual language academy).

(iii) Implement a high-quality preschool program that is designed to improve the health, social-emotional outcomes, and school readiness for high-need young children, or

Replace a comprehensive high school with one that focuses on science, technology, engineering, and mathematics (STEM).

Evidence of Implementation Indicators	Implementation Description	Timeline
Providing operational flexibility and sustained support	In order to transform the school there has to be a strategic operational change of the role of principal from the **managerial leader** to the **instructional leader**, resulting in an increase in time spent on improving teaching and learning.	Year 1
	Educators acknowledge, and research confirms that administrative duties greatly reduce the time and focus that principals can devote to instruction; however, principals have so far been unable to find a way to eliminate time as a barrier.	
	Therefore Hawthorne Avenue School needs the autonomy and flexibility to modify the staffing structures enabling them to create a series of key operational positions all of which are designed to enable the principal to appropriately delegate specific management tasks to other staff. Therefore, ensuring that the principal has sufficient time to provide strategic leadership and direction by placing an unrelenting focus on instructional leadership	
	1. **School Operations Manager**– Hawthorne Avenue School will adopt an approach similar to the one advocated in the highly acclaimed School Administration Manager (SAM) Project. Since 2002, this project has guided principals to distribute management responsibilities and work with classified, or support staff, to keep routine management administration work from pulling the principal away from instructional leadership work. There is a variety of SAM models, but in order to transform Hawthorne Avenue School we advocate the creation of the new **School Operations Manager** position.	

2. **Data Specialist** – The Data Specialist will be responsible for developing, managing, analyzing, interpreting and packaging all currently available and newly developed sources of student achievement data. He or she will package this information to address the needs of administrators and teachers to drive increased levels of student achievement. This full-time position will incrementally increase student and school achievement beyond what is otherwise possible.

3. **Behavioral Specialist** – This specialist will problem-solve with student support teams regarding students with challenging behaviors, resolve immediate concerns, issues and resources related to the needs of individual or groups of students, design systems of positive behavioral supports and act as a resource to families, students and school staff to disseminate information relative to services available.

The other main area of operational flexibility which the school will utilize is in relation to the school calendar. The school will be open for all teachers and students in August. This will provide an extended school year, with additional learning time for all students, as well as providing additional PD time for all staff.

In recruiting the LTP, the LEA will seek to appoint a provider which has extensive experience in supporting and coaching administrators on the effective separation of administration and instructional leadership and in the effective use of flexible scheduling to extend high quality learning time.

DRAFT

Supersedes any other communications – Issued 3-18-2011 – 3:30 pm

Form S-8

ANNUAL STUDENT TARGETS

Date: ___April 26, 2011___

LEA : __Newark Public Schools__

Name of School: _Hawthorne Avenue_

GRADE SPAN & SUBGROUP	LANGUAGE ARTS					MATHEMATICS				
For Each Grade Span: 3-5	State Assessment	Baseline	2012 Target	2013 Target	2014 Target	State Assessment	Baseline	2012 Target	2013 Target	2014 Target
Total Students	State Assessment	20.1%	28.1%	42.5%	59.8%	State Assessment	37.0%	43.3%	54.6%	68.2%
Students with Disabilities	State Assessment	3.8%	13.5%	30.8%	51.5%	State Assessment	0.0%	10.0%	28.0%	49.6%
Limited English Proficient Students	State Assessment					State Assessment				
White	State Assessment					State Assessment				
African-American	State Assessment	19.9%	27.9%	42.3%	59.6%	State Assessment	37.0%	43.3%	54.7%	68.3%
Asian/Pacific Islander	State Assessment					State Assessment				
American Indian/Native American	State Assessment					State Assessment				
Hispanic	State Assessment					State Assessment				
Others	State Assessment					State Assessment				
Economically Disadvantaged	State Assessment	18.0%	26.2%	41.0%	58.7%	State Assessment	34.5%	41.1%	52.9%	67.0%

ANNUAL STUDENT TARGETS

Date: ___April 26, 2011___

LEA : ___Newark Public Schools___

Name of School: ___Hawthorne Avenue___

GRADE SPAN & SUBGROUP	LANGUAGE ARTS					MATHEMATICS				
For Each Grade Span: __6-8__	State Assessment	Baseline	2012 Target	2013 Target	2014 Target	State Assessment	Baseline	2012 Target	2013 Target	2014 Target
Total Students	State Assessment	25.8%	33.2%	46.6%	62.6%	State Assessment	15.2%	23.7%	39.0%	57.3%
Students with Disabilities	State Assessment	11.1%	20.0%	36.0%	55.2%	State Assessment	0.0%	10.0%	28.0%	49.6%
Limited English Proficient Students	State Assessment					State Assessment				
White	State Assessment					State Assessment				
African-American	State Assessment	25.3%	32.8%	46.2%	62.4%	State Assessment	15.1%	23.6%	38.8%	57.2%
Asian/Pacific Islander	State Assessment					State Assessment				
American Indian/Native American	State Assessment					State Assessment				
Hispanic	State Assessment					State Assessment				
Others	State Assessment					State Assessment				
Economically Disadvantaged	State Assessment	27.2%	34.5%	47.6%	63.3%	State Assessment	17.5%	25.8%	40.6%	58.4%

Date: _April 26, 2011_

ANNUAL STUDENT TARGETS

LEA : _Newark Public Schools_

Name of School: _Hawthorne Avenue_

GRADE SPAN & SUBGROUP	LANGUAGE ARTS					MATHEMATICS				
For Each Grade Span: 3-5	Name of Measurement	Baseline	2012 Target	2013 Target	2014 Target	Name of Measurement	Baseline	2012 Target	2013 Target	2014 Target
Total Students	Learnia	5.5%	15.0%	32.0%	52.4%	Learnia	2.8%	12.5%	30.0%	51.0%
Students with Disabilities	Learnia	0.0%	10.0%	28.0%	49.6%	Learnia	0.0%	10.0%	28.0%	49.6%
Limited English Proficient Students	Learnia					Learnia				
White	Learnia					Learnia				
African-American	Learnia	5.3%	14.7%	31.8%	52.3%	Learnia	3.1%	12.8%	30.2%	51.2%
Asian/Pacific Islander	Learnia					Learnia				
American Indian/Native American	Learnia					Learnia				
Hispanic	Learnia					Learnia				
Others	Learnia					Learnia				
Economically Disadvantaged	Learnia	6.0%	15.4%	32.3%	52.6%	Learnia	2.9%	12.6%	30.1%	51.0%

ANNUAL STUDENT TARGETS

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LEA : __Newark Public Schools__   Name of School: __Hawthorne Avenue__

GRADE SPAN & SUBGROUP	LANGUAGE ARTS					MATHEMATICS				
For Each Grade Span: 6-8	Name of Measurement	Baseline	2012 Target	2013 Target	2014 Target	Name of Measurement	Baseline	2012 Target	2013 Target	2014 Target
Total Students	Learnia	12.2%	21.0%	36.8%	55.7%	Learnia	1.7%	11.5%	29.2%	50.5%
Students with Disabilities	Learnia	8.3%	17.5%	34.0%	53.8%	Learnia	0.0%	10.0%	28.0%	49.6%
Limited English Proficient Students	Learnia					Learnia				
White	Learnia					Learnia				
African-American	Learnia	11.3%	20.2%	36.1%	55.3%	Learnia	2.1%	11.9%	29.5%	50.6%
Asian/Pacific Islander	Learnia					Learnia				
American Indian/Native American	Learnia					Learnia				
Hispanic	Learnia					Learnia				
Others	Learnia					Learnia				
Economically Disadvantaged	Learnia	0.4%	10.4%	28.3%	49.8%	Learnia	0.0%	10.0%	28.0%	49.6%

Form S-9

Use only one model template for each school.

Date: __April 26, 2011__

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PROJECT ACTIVITY PLAN - TURNAROUND

LEA : _Newark Public School_

Name of School: _Hawthorne Avenue School_

SIG Required Activity – 1 Turnaround	Replace the principal and grant the new principal sufficient operational flexibility (which may include staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates.
SMART Goal:	**1. The school has a new principal leading the school at the commencement of the transformation model**
Indicators of Success:	1.1.A The principal who led the school prior to commencement of the transformation model has been replaced 1.1.B. The school has a new principal, who has been in place for less than a year 1.1.C The new principal has the skills and attributes to be a transformational leader
SBR Practice to Address Goal:	*NJ Educator Effectiveness Task Force, 2011* *Achievement through Teaching Excellence: NPS,2010* *Educational Leadership Policy Standards, ISSLC* *Accomplished Principal Standards, National Board*

	Description of Action Steps	Person(s) Responsible	Resources (List all items from budget with page #)	Documentation	Q1	Q2	Q3	Q4
1	The LEA identifies the key leadership behaviors needed to improve instruction and promote change	Superintendent		Job description Person specification	△			
2	The LEA agrees and publishes selection and recruitment criteria, processes and procedures	Superintendent		Leadership Competencies Recruitment process	△			
3	LEA reviews capabilities and capacity of the recently appointed principal to be transformation leader	Superintendent		LEA review criteria	△			
4	LEA affirms principal appointed	Superintendent		Letter of appointment	△			
5	The new principal has the skills and attributes to be a transformational leader	Superintendent		• NJ Educator Effectiveness Task Force, March 2011 • ISLLC, 2008 Educational Leadership Policy Standards • Mentor reports	△			

Hawthorne Avenue   S-9 Project Activity

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Newark Public Schools

				Δ	Δ	Δ	Δ
6	The LEA establishes a pipeline of potential turnaround leaders	Superintendent	NJ Educator Effectiveness Task Force, March 2011 Leadership Academy	Δ	Δ	Δ	Δ
7	The LEA and the LTP actively encourages the development of a collaborative school leadership team	Superintendent Office of Innovation and Change LTP	Budget Form C SLT structures	Δ	Δ	Δ	Δ
8	The LTP supports the school to develop a collaborative School Leadership team with shared responsibility for developing and guiding the school's learning agenda	Office of Innovation and Change Principal NTO LTP	Budget Form C SLT membership SLT roles and responsibilities SLT minutes Staff surveys	Δ	Δ	Δ	Δ

SIG Required Activity – 2 Turnaround	Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students: (a) screen all existing staff and rehire no more than 50 percent, and (b) select new staff.
SMART Goal:	**2.At least 50% of the staff have been replaced at the start of the turnaround model**
Indicators of Success:	1.The effectiveness of existing staff has been evaluated using locally adopted competencies 2.No more than 50% of the existing staff have been rehired 3.All hires meet the agreed-upon competencies to work within the turnaround environment
SBR Practice to Address Goal:	NJ Educator Effectiveness Task Force, 2011 Achievement through Teaching Excellence: NPS,2010 Educational Leadership Policy Standards, ISSLC Accomplished Principal Standards, National Board The Art and Science of Teaching, Robert J. Marzano Enhancing Professional Practice: A Framework for Teaching, 2nd Edition (2007), Charlotte Danielson Measures of Effective Teaching (MET) Project, December2010

	Description of Action Steps	Person(s) Responsible	Resources (List all items from budget with page #)	Documentation	Q1	Q2	Q3	Q4
1	All staff will be given the opportunity to submit transfer requests	Superintendent HR		Staff transfer request invite	Δ			
2	Agree upon and adopt set of local competencies to measure the effectiveness of all staff	Superintendent HR Newark Teachers' Union (NTU) City Association of Supervisors and Administrators (CASA)		Locally agreed criteria	Δ			
3	Evaluate all existing staff against the locally adopted competencies	Principal		Teacher evaluations	Δ			
4	Identify at least 50% of staff for transfer	Principal		Staff Transfer list	Δ			
5	Agree upon titles and job descriptions for all posts and positions at the turnaround school	Superintendent HR NTU CASA		Job Descriptions	Δ			
6	Advertise all staff positions and posts for the turnaround school	Superintendent HR		Advertized posts	Δ			
7	Recruit, select and hire the staff for the commencement of the turnaround model	Office of Innovation and Change HR New Principal LTP	Budget Form C	Hiring processes CVs	Δ			

#	Project Activity	Responsible	Budget	Evidence				
8	Ensure that all new hires meet the agreed upon competencies for working in the turnaround environment	Office of Innovation and Change HR New Principal LTP	Budget Form C	CVs Lesson Observations	△			
9	Ensue that no more than 50% of existing staff are rehired	Office of Innovation and Change HR LTP Principal	Budget Form C	Faculty 2010-2011 Faculty 2011-2012	△			
10	SEA and LEA document evaluation process	NTO Office of Innovation and Change LTP	Budget Form C	Evaluation process	△			
11	All administrators are provided training in the evaluation process	Office of Innovation and Change LTP NTU CASA	Budget Form C	PD program PD evaluations	△	△		
12	The quality and appropriateness of the evaluation process is monitored, evaluated reviewed and revised	Superintendent NTO LTP NTU CASA	Budget Form C	Evaluation process Evaluation report Revised protocols	△	△	△	△
13	The staff evaluation process uses multiple measures including student achievements, student growth and observations	Superintendent NTO LTP	Budget Form C	Staff evaluation protocols procedures	△	△	△	△
14	The LEA and the LTP monitor the evaluation process and reviews results.	Superintendent LTP Office of Innovation and Change	Budget Form C	Staff evaluations Staff surveys Student surveys	△			

SIG Required Activity – 3 Turnaround	Implement strategies that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a turnaround school.
SMART Goal:	**All recruits are HQT with experience and expertise in the urban setting, HQT are retained and staff who are not meeting the needs of the students are transferred**
Indicators of Success:	1. 100% of all recruits are HQT 2. All recruits, including beginning teachers have experience and expertise in working in urban setting 3. All HQT are retained, except for any who retire, or gain promotion or a leadership position 4. All eligible staff who are not meeting the needs of the students are transferred out
SBR Practice to Address Goal:	*The Art and Science of Teaching*, Robert J. Marzano *Enhancing Professional Practice: A Framework for Teaching, 2nd Edition* (2007), Charlotte Danielson International

	Description of Action Steps	Person(s) Responsible	Resources (List all items from budget with page #)	Documentation	Q1	Q2	Q3	Q4
1	Develop a performance-related incentive scale that includes student achievement and classroom related measures	Office of Innovation and Change Principal LTP NTU CASA	Budget Form C Budget Form D	Performance Management	△			
2	Develop a valid, transparent method for deciding whether criteria for performance based incentives have been met	Office of Innovation and Change Principal LTP NTU CASA	Budget Form C	Performance Management	△			
3	SEA and LEA develop a performance-based incentive system in partnership with the Newark Teacher Union and other relevant stakeholders	Office of Innovation and Change Principal LTP NTU CASA	Budget Form C	Performance – based incentives	△			
4	Implement a valid, fair and transparent method for deciding on performance expectations	Principal LTP NTU CASA	Budget Form C	Performance Management	△			
5	Develop and implement policies and procedures for performance-based dismissals	Office of Innovation and Change Principal LTP NTU	Budget Form C	LEA HR policy School HR Policy	△	△	△	△

#	Activity	CASA						
6	Develop hiring procedures and budget lines to support recruitment and hiring of high quality teachers	Office of Innovation and Change Principal LTP NTU CASA	Budget Form C	Recruitment policy and procedures	△			
7	Establish positions which enable the school to transform the faculty structure	Principal LTP	Budget Form C	Faculty structure	△			
8	LEA and school provide targeted assistance to under-performing teachers	Office of Innovation and Change Principal LTP NTU CASA	Budget Form C	LEA HR policy School HR Policy	△	△	△	△

SIG Required Activity – 4 Turnaround	Provide staff ongoing, high-quality job-embedded professional development (PD) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.
SMART Goal:	**All teachers report PD is differentiated based on teacher experience and needs**
Indicators of Success:	1. Classroom observations indicate an increase in the quality of teaching and student s are more engaged in learning 2. Teachers' formative assessments have positive impact on planning and learning for individual students. 3. Increase in student satisfaction survey results following embedded PD. 4. The rate of behavior referrals declines 5. Technology-based supports and interventions are seen as integral elements during all classroom observations
SBR Practice to Address Goal:	*The Art and Science of Teaching*, Robert J. Marzano *Enhancing Professional Practice: A Framework for Teaching, 2nd Edition* (2007), Charlotte Danielson International

	Description of Action Steps	**Person(s) Responsible**	**Resources** (List all items from budget with page #)	**Documentation**	**Q1**	**Q2**	**Q3**	**Q4**
1	Develop a comprehensive plan and regular schedule of differentiated/school-focused PD based on survey of teachers' needs and classroom observations	Principal Grade Level Leaders Reading and Math Specialists LTP NTU CASA	Budget Form C	School PD plan PD program PD Evaluations	△	△	△	△
2	LEA provides PD that equips teachers with competencies needed to apply evidence and standards-based practices effectively	SIG Office LTP Outside Provider	Budget Form C	School PD plan PD program PD Evaluations	△	△	△	△
3.	Provide PD for administrators in Strategic Leadership	SIG Office LTP	Budget Form C	PD program PD Evaluations	△	△	△	△
4.	Provide PD for administrators on the Management of Change	SIG Office LTP	Budget Form C	PD program PD Evaluations	△	△	△	△
5.	Provide PD for administrators on developing and promoting collaborative leadership	SIG Office LTP	Budget Form C	PD program PD Evaluations	△	△	△	△
6.	Provide PD for administrators on Instructional Leadership	SIG Office LTP	Budget Form C	PD program PD Evaluations	△	△	△	△
7	Summer Institute to develop teachers' understanding of data-driven instruction	Principal LTP	Budget Form C	PD Evaluations	△			△
8	Provide PD in the development and implementation of effective Professional	Principal LTP	Budget Form C	PD program	△	△		

#	Learning Communities	Responsible	Budget	Evidence				
9.	Provide PD in effective classroom observation	Principal LTP	Budget Form C	PD program PD Evaluations	△	△		
10	Provide PD on reflective coaching and constructive feedback	LTP	Budget Form C	PD program PD Evaluations	△	△		
11.	Provide opportunities for regular peer observations based on evaluation of skills by administrators and scrutiny of data	Principal Reading and Math Specialists LTP Classroom Teachers	Budget Form A Budget Form C	Peer review schedule Observations forms	△	△	△	△
12	Provide PD on Understanding by Design	LTP	Budget Form C	PD program PD Evaluations	△	△		
13	Provide PD on the use of data to plan instruction	LTP	Budget Form C	PD program PD Evaluations	△	△		
14	Provide PD on Curriculum mapping	LTP	Budget Form C	PD program PD Evaluations	△	△		
15	PD on formative assessment and differentiated instruction	LTP	Budget Form C	PD program PD Evaluations	△		△	
16	Relevant and ongoing PD for all staff in reading in all subject areas aligned to language arts standards	Reading Specialist School Administration LTP	Budget Form A Budget Form C	PD program PD Evaluations	△		△	
17	PD on Literacy across the curriculum strategies for all staff	Reading Specialist LTP	Budget Form A Budget Form C	PD program PD Evaluations	△		△	
18	PD to promote social and emotional skills	LTP Outside Expert on SEAL	Budget Form A Budget Form C	PD program PD Evaluations	△		△	
19	Promoting student motivation for learning – classroom management	LTP Outside Experts on SEAL	Budget Form A Budget Form C	PD program PD Evaluations Classroom survey results	△		△	
20	Develop and issue series of RFPs linked to the SIG funded PD strategies	Procurement Office LTP	Budget Form A Budget Form C	RFPs	△			
21	School selects PD providers from the vetted RFP applications	School Procurement office		RFPs	△			
22	Provide approval oversight to PD provider selected by the school	Office of Innovation and Change NTO		Monitoring reports	△	△	△	△

SIG Required Activity – 5 Turnaround	Adopt a new governance structure or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability.
SMART Goal:	**The school gains sufficient operational flexibility to allow it to fully implement the agreed-upon comprehensive turnaround model approach, including the ability to select its Lead Turnaround Partner organization**
Indicators of Success:	1. The LEA delegates enhanced operational flexibility to the school in the areas of staffing, calendar / time and budgeting 2. The school selects an outside provider organization as Lead Turnaround Partner. 3. The LEA, the school, and the Lead Turnaround Partner work collaboratively to substantially improve student achievement outcomes.
SBR Practice to Address Goal:	*The Turnaround Challenge*, Mass Insight (2007) *Exploring the pathway to rapid district improvement* Lane, B. (2009).. Lincoln, IL: *School boards: Focus on school performance, not money and patronage* Hill, P. T. (2003).

	Description of Action Steps	**Person(s) Responsible**	**Resources** (List all items from budget with page #)	**Documentation**	**Q1**	**Q2**	**Q3**	**Q4**
1	The LEA establishes a Turnaround office	Superintendent		District org-chart	△			
2	The LEA establishes a Turnaround Region with its own Regional Superintendent	Superintendent		District org-chart Job Descriptions	△			
3	The principal of the turnaround school reports directly to the Turnaround Regional Superintendent,	Superintendent		District org-chart Job Descriptions	△			
4	The LEA and the school work in partnership to develop LEA systems and process	Office of Innovation and Change Principal		LEA systems and processes	△			
5	The LEA systems for anticipating and addressing school staffing and instructional and operational needs operate in a timely, efficient, and effective manner	Superintendent Office of Innovation and Change		LEA HR procedures LEA budget timelines Stakeholder surveys	△			
6	The LEA delegates operational flexibility to the school	Superintendent		Advisory Board Resolution	△	△	△	△
7	The school has sufficient autonomy to develop its own instructional program, provided that this meets or exceeds all mandatory State standards	Superintendent Office of Innovation and Change Principal		Advisory Board Resolution	△	△	△	△
8	Following mandatory procurement regulations the school selects its own Lead Turnaround Partners (LTP) from list of	Principal		LTP RFP LTP contract(s)	△			

#	Project Activity	Responsible	Budget	Evidence				
	approved LTPs							
9	The LEA, the school and the LTP develop an agreed-upon joint MOU	Office of Innovation and Change Principal LTP	Budget Form C	LTP MOU				△
10	The LTP provides technical assistance to the school as it implements the turnaround model	LTP	Budget Form C	Notes of visits Agreed action steps Feedback forms	△	△	△	△
11	The LTP provides high quality job-embedded PD which enables the staff to fully implement the turnaround model	Principal LTP	Budget Form C	PD program PD Evaluations Classroom survey results	△	△	△	△
12	The LEA, the school and the LTP work collaboratively to substantially improve student achievement outcomes	Superintendent Office of Innovation and Change Principal LTP Certified Staff Stakeholders	Budget Form A Budget Form C	Student achievement Climate surveys Student surveys Teacher surveys Parent surveys Teacher evaluations Principal evaluation MOU KPI	△	△	△	△
13	The LEA and the LTP work in partnership to develop a clearly articulated plan to sustain reform beyond the funding period	Turnaround office LTP	Budget Form C	Sustainability plan	△			
14	The LEA and the LTP work in partnership to build local capacity in the school and the LEA to sustain reform beyond the funding period	Turnaround office LTP	Budget Form C	Capacity building plan	△	△	△	△
15	The LEA and the school ensure that all resources are fully aligned with the SIG plans	Turnaround Office Principal LTP	Budget Form C	SIG plans Resource allocations	△	△	△	△

SIG Required Activity – 6 Turnaround	Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards.
SMART Goal:	A wide range of student data is used to identify and implement a research based instructional program which is vertically aligned as well as aligned with the state academic standards
Indicators of Success:	1. The school uses data to identify instructional programs 2. All instructional programs are research-based and aligned with state academic standards 3. The school has well-developed pacing guides which ensure alignment across all grade levels 4. Classroom observations and scrutiny of student work clearly demonstrate that staff are using data to inform and differentiate instruction in order to meet the acacia needs of individual students
SBR Practice to Address Goal:	The Art and Science of Teaching, Robert J. Marzano Enhancing Professional Practice: A Framework for Teaching, 2nd Edition (2007), Charlotte Danielson The Principles of Learning, 2010

	Description of Action Steps	Person(s) Responsible	Resources (List all items from budget with page #)	Documentation	Q1	Q2	Q3	Q4
1	The school appoints a Data Specialist	Office of Innovation and Change Principal	Budget Form A	Job description Letter of appointment	◁			
2	All staff are provided with disaggregated data in a timely manner which enables effective planning	Data Specialist Grade Level Leaders LTP	Budget Form A Budget Form C	Data dash boards	◁	◁	◁	◁
3	Based on the needs assessment, the school identifies, adopts, and implements research-based instructional programs	Principal Grade team leaders LTP	Budget Form A Budget Form C	School Curriculum	◁			
4	The planned curriculum is broad, balanced, relevant, and well-aligned with State academic standards	Administrators Teachers LTP	Budget Form A Budget Form C	School Curriculum	◁			
5	The implemented curriculum is broad, balanced, relevant, and well-aligned with State academic standards	Administrators Teachers LTP	Budget Form A Budget Form C	School Curriculum PLCs Lesson plans Lesson Observations	◁	◁	◁	◁
6	The planned curriculum is rooted in 21st C skills and prepares all students for college, work, and citizenship	Administrators Teachers LTP	Budget Form A Budget Form C	School Curriculum 21st C skills Principles of Learning	◁	◁	◁	◁
7	All classrooms are equipped with relevant and appropriate technology to enable implementation of 21st C curriculum (for example, smart boards and laptops)	Administrators Teachers LTP	Budget Form A Budget Form C Budget Form E	21st C skills Principles of Learning Lesson Observations	◁	◁	◁	◁
8	Staff are fully trained in the effective use of Power School, School Net and Learnia	Data Specialist Grade Level Leaders	Budget Form A Budget Form C	PD Program PD evaluation	◁	◁	◁	◁

Hawthorne Avenue   S-9 Project Activity

Newark Public Schools

#	S-9 Project Activity		Budget		△	△	△	△	△
	to enable them to differentiate planning to meet the needs of individual students	LTP							△
9	Staff set bi-weekly assessments in LAL	Reading Specialist LTP	Budget Form A Budget Form C	Formative Assessments	△	△	△	△	△
10	Staff set bi-weekly assessments in math	Math Specialist LTP	Budget Form A Budget Form C	Formative Assessments	△	△	△	△	△
11	Staff set bi-weekly assessments in science	Science lead teacher LTP	Budget Form C	Formative Assessments	△	△	△	△	△
12	Anonymized feedback from lesson observations is shared with all staff	Administrators Peer reviewers LTP	Budget Form C	Grade level PLC minutes Subject PLC minutes	△	△	△	△	△
13	Individualized constructive feedback is provided to each member of staff following every lesson observation	Administrators Peer reviewers LTP	Budget Form C	Teacher Evaluation forms Teacher surveys	△	△	△	△	△
14	The SILT and Data Team analyze all qualitative and quantitative data, including feedback from lesson observations	SILT Data Team LTP	Budget Form C	SLT minutes Data Team minutes Data folders	△	△	△	△	△
15	All staff regularly review and evaluate all qualitative and quantitative data, including lesson observation feedback, during grade level and subject PLCs	Grade Level Leaders Subject team leaders Teachers LTP	Budget Form C	Grade level PLC minutes Subject PLC minutes	△	△	△		△
16	All teachers modify their preparation, planning, teaching and learning strategies based on the review and evaluation of data	Grade Level Leaders Subject team leaders Teachers	Budget Form C	Grade level PLC minutes Subject PLC minutes	△	△	△	△	△
17	Staff ensure that students have equitable access to utilize technology such as laptops	Administrators Teachers LTP	Budget Form C	Lesson observations Classroom surveys	△	△	△	△	△
18	Staff ensure that students are engaged in problem solving and team building	Grade team leaders Teachers	Budget Form C	Lesson observations Classroom surveys	△	△	△	△	△
19	Staff provide learning experiences that support creativity and innovation	Grade team leaders Teachers LTP	Budget Form C	Lesson observations Classroom surveys	△	△	△	△	△
20	Pacing guides are well developed, ensure alignment across all grade levels, and are followed by all staff	Grade team leaders Teachers LTP	Budget Form C	Pacing guides Lesson plans Lesson observations	△	△	△	△	△

SIG Required Activity – 7 Turnaround	Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.
SMART Goal:	100% of teachers are differentiating instruction in order to meet the academic needs of individual students.
Indicators of Success:	1. The school uses data to identify instructional programs 2. Classroom observations and scrutiny of student work clearly demonstrate that staff are using data to inform and differentiate instruction in order to meet the acacia needs of individual students
SBR Practice to Address Goal:	*The Art and Science of Teaching*, Robert J. Marzano *Enhancing Professional Practice: A Framework for Teaching, 2nd Edition* (2007), Charlotte Danielson *Beyond the Numbers: Making Data Work for Teachers & School Leaders*, Stephen White

	Description of Action Steps	**Person(s) Responsible**	**Resources** (List all items from budget with page #)	**Documentation**	**Q1**	**Q2**	**Q3**	**Q4**
1	Interim assessments are a combination of teacher designed and nationally recognized tests	Grade Level Leaders Teachers LTP	Budget Form C	Interim assessments Student portfolios	△	△	△	△
2	PD and training for all staff on the implementation and use of Power School, School Net, and Learnia	Principal LTP Data Specialist	Budget Form A Budget Form C	PD program PD Evaluations	△			
3	Teachers utilize School Net to track interim assessment data	Teachers Grade Level Leaders Reading and Math Specialists LTP	Budget Form A Budget Form C	Teacher data files School Net	△	△	△	△
4	The LEA establishes annual goals for student achievement	Office of Innovation and Change LTP	Budget Form A Budget Form C	Annual Goals	△			
5	The school sets individual achievement and learning goals for every class and each student in all subjects	Principal Data Specialist Teachers LTP	Budget Form A Budget Form C	Student achievement goals Class / subject Student	△	△	△	△
6	The LEA uses a range of ongoing diagnostic programs to assess interim and annual goals for student learning and effective practice	Office of Innovation and Change LTP	Budget Form A Budget Form C	Diagnostic programs Quarterly report	△	△	△	△
7	PD provided to ensure that schools use data to drive instructional change both at grade level and vertically across the grades	LTP Grade leaders Reading and Math Specialists	Budget Form A Budget Form C	PD program PD Evaluations Lesson Plans	△		△	
8	PD provided to ensure teachers have a good understanding of differentiation	Grade Level Leaders Reading and Math Specialists	Budget Form A Budget Form C	Lesson Plans Classroom observations			△	

#	Project Activity	Responsible	Budget	Evidence				
9	Teachers track student data and use this to promote personalized learning for all students	Teachers Administrators Grade Level Leaders Reading and Math Specialists LTP	Budget Form A Budget Form C	Teacher data files Lesson Plans Classroom observations	△	△	△	△
10	Students are on track and learning matches district, state and local grade level expectations	Teachers Administrators Grade Level Leaders Reading and Math Specialists LTP	Budget Form A Budget Form C	Lesson plans Student modifications Classroom observations Test scores	△	△	△	△
11	The LTP, SLT and Data Team meet on monthly basis to review and evaluate the impact of the use of data to guide instructional change	Administrators Data Specialist Teachers LTP	Budget Form A Budget Form C	SLT and Data team minutes Data folders	△	△	△	△
12	At the end of each grading period, SLT and Data team analyze the impact of the instructional changes on student achievement	Administrators Teachers LTP Data Specialist	Budget Form A Budget Form C	SLT and Data team minutes –and student value added progress by grade and subject	△	△	△	△
13	All students have individual portfolios of evidence of achievement	Grade Level Leaders Subject leaders Mentors		Student portfolios	△	△	△	△
14	All students meet with a personal learning mentor, at least at the end of each grading period, to review their progress and to reflect and agree on any required modifications / interventions	Grade Level Leaders Subject leaders Mentors SOM	Budget Form A	Mentor records Student modification requests Intervention plans	△	△	△	△
15	All parents receive guidance on student progress data and individual student's portfolios at the start of the school year	Administrators SOM	Budget Form A	Parents meeting presentation	△			
16	Parents are provided with the opportunity to attend series of workshops during the year to assist them in understanding data and student progress	Administrators SOM	Budget Form A	Parent workshop summary	△	△	△	△
17	Parents are invited to attend parent conferences four times a year	Administrators Teachers SOM	Budget Form A	School calendar	△	△	△	△
18	Parent conferences are provided at different times of the day to allow for individual parents' personal circumstances	Administrators SOM	Budget Form A	School calendar	△	△	△	△
19	Learning compacts are designed, agreed	Administrators	Budget Form C	Student compacts	△			

#	Project Activity	Responsible		Evidence				
	upon, and implemented for all students. These are signed by: Teachers , Administrators, LTP, Parents, and/ Students	Teachers LEA LTP Parents Students	Budget Form D					△	△
20	Plan, processes and procedures for Early Detection of At-Risk students are designed, agreed upon, and implemented	Administrators Data Specialist Grade team leaders Reading and Math Specialists Teachers LTP	Budget Form A Budget Form C	At-risk student plans and summary of students identified		△	△	△	△
21	Parents of Early detected At-Risk students are invited to meeting to develop learning plans for these students	Administrators Data Specialist Grade Level Leaders Reading and Math Specialists Teachers LTP Parents	Budget Form A Budget Form C Budget Form D	Parent letters / invitations Learning plans		△	△	△	△

SIG Required Activity – 8 Turnaround	Establish schedules and implement strategies that provide increased learning time for all students.
SMART Goal:	The school has established schedules and strategies that provide well-designed programs that expand learning time for all student
Indicators of Success:	1.All students are provided with a minimum of 300 hours per school year 2.The established schedule and programs are well-designed and meaningfully expand student learning time
SBR Practice to Address Goal:	*MA Expanded Learning Time Schools Showing Promising Results, 2011MA2020* *Time for a change:* Farbman, D., & Kaplan, C. (2005). *On the clock: Rethinking the way schools use time* Silva, E. (2007).

	Description of Action Steps	**Person(s) Responsible**	**Resources** (List all items from budget with page #)	**Documentation**	Q1	Q2	Q3	Q4
1	Consult with all stakeholders on the options for extending the school year	Principal LTP		Stakeholder meeting sign in sheets Minutes of meeting	△			△
2	Review and revise the existing school schedule to maximize learning time	Principal Grade Level Leaders LTP	Budget Form A Budget Form C	School schedule	△			△
3	Consult with all stakeholders on the options for extending learning time, in a neighborhood which is relatively unsafe after 4pm	Principal LTP	Budget Form C Budget Form D	Stakeholder meeting sign in sheets Minutes of meeting	△			△
4	Extend the length of the school day for all students in a way which gains support from all stakeholders	Principal Teacher LTP	Budget Form A Budget Form C	Revised school schedule	△			△
5	Review the length and pattern of the school year	Principal Grade Level Leaders LTP		Committee minutes	△			△
6	Introduce Summer schedule for all students	Principal Staff LTP		Revised schedule	△			△
7	Provide training for staff on designing, scheduling and implementing effective extended learning time	Principal Staff LTP	Budget Form A Budget Form C	Principal LTP		Stakeholder meeting sign in sheets Minutes of meeting		△
8	Provide training for staff on the	Principal	Budget Form A	PD program	△			△

#	Activity	Staff	Budget Form	Feedback / Notes					
	integration of extended learning time and the core curriculum	Staff LTP	Budget Form C	PE feedback Evaluation of extended learning time Student surveys					
9	Saturday academies used to provide targeted additional learning time for (a) NJASK (b) Gifted and Talented	Principal Staff LTP	Budget Form A Budget Form C	School calendar	△	△	△	△	△
10	Expand links with the community	Administrators LTP		Community Program	△	△	△	△	△
11	Develop Young Men's / Young Ladies' Academies	Teachers Community Relations Specialist	Budget Form A	YM and YL program	△	△	△	△	△
12	Provide extended range of special-interest clubs and activities	Teachers Community Relations Specialist	Budget Form A	Specialist Interest clubs and activities	△	△	△	△	△
13	Develop and extend local community partnerships	LTP Teachers Community Relations Specialist	Budget Form A	Community partnerships	△	△	△	△	△
14	Provide free courses, workshops and information for families, and develop these into Parent University	Teachers LTP Community Relations Specialist	Budget Form A	Parent workshops Parent University	△	△	△	△	△
15	Establish working groups to coordinate and plan parent and community partnerships	Administrators Community Relations Specialist	Budget Form A	Working party minute	△	△	△	△	△
16	Establish Data Team sub-committee to monitor and evaluate the impact of all extended learning time activities	Administrators Data Team LTP	Budget Form C	Community Data analysis	△	△	△	△	△

SIG Required Activity – 9 Turnaround	Provide appropriate social-emotional and community-oriented services and supports for students.
SMART Goal:	At the end of 3 years all students have access to community-oriented services and supports and student behavior incidents have been reduced by 25%
Indicators of Success:	1. Community-oriented services and support provided for all students 2. Reduction in off-site suspensions, and teachers negative views on discipline decreases on staff climate survey 3. Students are awarded often for good behavior
SBR Practice to Address Goal:	*Effective Implementation of School Improvement Grants*, Center on Innovation & Improvement. (n.d.). *SES Partners for change: Public schools and community-based organizations*. Vue, 17. Annenberg Institute for School Reform. Warren, M. R. (2007).

	Description of Action Steps	Person(s) Responsible	Resources (List all items from budget with page #)	Documentation	Q1	Q2	Q3	Q4
1	Review and evaluate the school curriculum to ensure it is fully aligned with the Core Curriculum, NPS and State standards	Administrators Grade Level Leaders Team leaders Reading and Math Specialists LTP		Curriculum plans Pacing Guides	△			△
2	Revise the mandated curriculum selections to ensure that they meet the requirement so the students at Hawthorne Avenue School	Administrators Grade Level Leaders Team leaders LTP		Curriculum plans Instructional handbooks Pacing Guides	△			△
3	Retire any elements which do not and have not met the needs to the students attending Hawthorne Avenue School	Administrators Grade Level Leaders Team leaders LTP		Curriculum plans Instructional handbooks Pacing Guides	△			△
4	Ensure the revised curriculum focuses on the academic content, skills and understanding to meet the Core Curriculum	Administrators Grade Level Leaders Reading and Math Specialists		Curriculum plans Pacing Guides Lesson observations	△	△	△	△
5	Introduce and develop social emotional aspects of learning (SEAL) program.	Administrators Behavioral Specialist LTP		SEAL program PD program	△	△	△	△
6	Institute a school wide behavior incentive system incorporating best practice positive behavior interventions and supports (PBIS)	Administration, Behavioral Specialist LTP	Budget Form A Budget Form C	Behavior Plan Code of Conduct	△	△	△	△
7	Build on the NPS Discipline Policy and take into account best practice from PBIS programs which are designed to positively affect not only the student behavior, but	Administration, Behavioral Specialist LTP	Budget Form A Budget Form C	Behavior Plan Code of Conduct Behavioral incident reports Lesson Observations	△	△	△	△

#	Project Activity	Responsible	Budget Form	Resources				
	student quality of life.							
8	Provide resources to support students in overcoming the challenges they face in the larger community	Administration, LTP, Community Relations Specialist, Behavioral Specialist, Parents	Budget Form A, Budget Form C, Budget Form D	Community-oriented resources	△	△	△	△
9	Review the use of advisories and adopt the principles of the NASSP Breaking Ranks in the Middle	Administration, Behavior Specialist, LTP		Advisory program	△			△
10	Review and evaluate existing community-oriented services	Principal, LTP		Existing community program	△	△	△	△
11	Undertake stakeholder consultation, including Town Hall meetings, focus groups and surveys	Principal, LTP, SOM, Community Relations Specialist	Budget Form A, Budget Form C	Meeting schedule, Signing in sheets	△			△
12	Develop and implement community-oriented services and supports	Principal LTP, Community Relations Specialist	Budget Form A, Budget Form C	New community program		△	△	.
13	Implement a peer mediation program for students	Administration, Social worker, School counselor		Peer mediation program, Student feedback	△	△	△	△
14	Provide school-embedded social services for children	Social worker, School counselor		Social service provision, Student feedback		△	△	△
15	Establish a school wide student social skills program	Administration, Social worker, School counselor, Teachers		Curriculum, Social skills program	△	△	△	△
16	Provide professional development on school wide social skills program	Administration, Social worker, School counselor, Teachers, LTP	Form C	PD program, PD evaluations	△	△	△	△
17	Provide professional development on dealing with behavior issues	Administration, Behavioral Specialist, LTP	Budget Form A, Budget Form C	PD program, PD evaluations	△	△	△	△
18	Identify and develop "wrap-around" services based within the school to provide student and family support.	Administration, Social workers, Guidance counselors, Teachers		Wrap around services, Parent surveys, Community surveys	△	△	△	△

SIG Required Activity – 10 Turnaround	Establish a system to collect data for the required leading indicators for schools receiving SIG funds.
SMART Goal:	The LEA and school have data systems in place which allow for the collection and transfer of data and the production of report information on all nine leading indicators.
Indicators of Success:	1. A data collection system is established which covers all nine leading indicators 2. The data can be easily transferred between the school and the LEA 3. The data collection system generates the data in a format that facilitates the production of reports
SBR Practice to Address Goal:	Exploring the pathway to rapid district improvement Lane, B. (2009).. Lincoln, IL: School boards: Focus on school performance, not money and patronage Hill, P. T. (2003).

	Description of Action Steps	Person(s) Responsible	Resources (List all items from budget with page #)	Documentation	Q1	Q2	Q3	Q4
1	The school identifies interim success criteria for the nine indicators	SIG Director Principal LTP	Budget Form C	SIG KPIs	△			
2	The LEA establishes processes and procedures to collect and analyze data at various key points during the year.	Superintendent		LEA data policy and procedures	△			
3	The school and its Lead Turnaround Partner produce quarterly reports on progress on all nine leading indicators and the respective success criteria	SIG Director Principal LTP	Budget Form C	Quarterly reports	△	△	△	△
4	These reports will highlight key successes and areas for development	Superintendent SIG Director Principal LTP	Budget Form C	Quarterly reports	△	△	△	△
5								
6								
7								
8								
9								
10								

SIG Required Activity – 11 Turnaround	A turnaround model may also implement other strategies.
SMART Goal:	The LEA has provided the school with sufficient operational flexibility to enable the principal to become a highly effective transformational leader who focuses on instructional and strategic leadership
Indicators of Success:	1. Appropriate managerial issues have been delegated to key operational staff 2. The school has adopted an extended year with school commencing in August for all staff and students

SBR Practice to Address Goal:

	Description of Action Steps	Person(s) Responsible	Resources (List all items from budget with page #)	Documentation	Q1	Q2	Q3	Q4
1	Operational flexibility delegated to the school	Superintendent Office of Innovation and Change Principal LTP		MOU Principals job description	△	△	△	△
2	LEA provides ongoing support	Superintendent Office of Innovation and Change LTP		LEA support meeting minutes NTO notes of visit LTP notes of visit	△	△	△	△
3	Key operational posts identified	Superintendent Principal LTP		Job descriptions Job adverts	△			
4	School Operations Manager appointed	Office of Innovation and Change Principal		Letter of appointment	△			
5	Data Specialist appointed	Office of Innovation and Change Principal		Letter of appointment	△			
6	Behavioral Specialist appointed	Office of Innovation and Change Principal		Letter of appointment	△			
7	School calendar amended to include August opening to provide extended learning time for students and addition PD time for staff	Office of Innovation and Change Principal		School calendar 2011-2012 School schedule PD program	△			

Date: April 26, 2011

THREE-YEAR BUDGET AMOUNTS AND NARRATIVE

LEA: Newark Public Schools   **Name of School:** Hawthorne Avenue School

BUDGET AMOUNTS

School	Pre-Implementation	Year 1	Year 2	Year 3	Total
		Year 1			
	$67,963	$1,852,037	$1,898,110	$1,697,011	$5,515,121
LEA	$80,000		$ 80,000	$ 82,000	$ 242,000
Total Budget	$2,000,000		$1,978,110	$1,779,011	$5,757,121

Budget Narrative

See Attached Three-Year Budget Narrative

School Improvement Grant - Hawthorne Avenue School

Three Year Budget Narrative

Period: 09/01/2011 - 08/31/2014

	Base Pay	Year 1	Year 2	Year 3	Total SIG Request
1. Personnel					
Full-time Salaries. Salaries of staff aligned with Required Activities under the Model.					
School Operations Manager - Management responsibilities for building operations and support staff, freeing building principal to focus on instruction. Budget Detail Form A, 200-100	106,790	106,790	106,790	109,460	323,040
Reading Specialist - Master's Level Certified Reading Expert to support teachers on content and pedagogy. Budget Detail Form A, 200-100	55,373	55,373	55,373	56,757	167,503
Mathematics Specialist - Master's Level Certified Mathematics Expert to support teachers on content and pedagogy. Budget Detail Form A, 200-100	55,373	55,373	55,373	56,757	167,503
Behavioral Specialist - Master's Level Certified Expert to support teachers with behavioral intervention for non-classified students. Budget Detail Form A, 200-100	61,028	61,028	61,028	62,554	184,610
Proportionate share of SIG Administration for accountability and reporting functions Student Achievement Data Specialist @ $80,000. SIG Administration is under 5% LEA administrative cap. Budget Detail Form A, 200-100	80,000	80,000	80,000	82,000	242,000
Community Relations Specialist. Budget Detail Form A, 200-100	50,000	50,000	50,000	51,250	151,250
2 Student Support Specialists. Budget Detail Form A, 200-100	57,287	114,574	114,574	117,438	346,586
Part-time Salaries. Supplemental salaries of staff aligned with Required Activities under the Model and based on union-negotiated rates.					
Supplemental pay for Extended Learning Time (ELT) - instructional staff Certified Teachers @ $49/hr x 1.5 hrs x 170 days x 25 staff = $312,375. Budget Detail Form A, 100-100		312,375	312,375	320,184	944,934
Supplemental pay for Extended Learning Time (ELT) - instructional support: Substitute Teachers @ 24/hr x 1.5 hrs x 155 days x 3 substitute teachers per day = $16,740. Budget Detail Form A, 100-100		16,740	16,740	17,159	50,639
Supplemental pay for Extended Learning Time (ELT) - instructional support: Teacher Aides @ 19/hr x 1.5 hrs x 170 days x 2 aides = $9,690. Budget Detail Form A, 100-100		9,690	9,690	9,932	29,312
Supplemental pay for Early school start up August 2012- instructional staff: Certified Teachers @ $49/hr x 6.5 hrs x 10 days x 25 staff = $79,625. Budget Detail Form A, 100-100		79,625	79,625	81,616	240,866
Supplemental pay for Early school start up August 2012- instructional staff: Teacher Aides @ 19/hr x 6.5 hrs x 10 days x 2 aides = $2,470. Budget Detail Form A, 100-100		2,470	2,470	2,532	7,472
Supplemental pay for Early school start up August 2012 - non-instructional staff: School Nurse, Guidance Counselor, Social Worker, Reading Specialist, Math Specialist, Technology Coordinator, etc. @ $49/hr x 6.5 hrs x 10 days x 10 staff = $31,850. Budget Detail Form A, 200-100		31,850	31,850	32,646	96,346

School Improvement Grant - Hawthorne Avenue *School*

Three Year Budget Narrative

Period: 09/01/2011 - 08/31/2014

	Year 1	Year 2	Year 3	Total SIG Request
Supplemental pay for Extended Learning Time (ELT) - non-instructional staff: Principal and School Operations Manager @ $96/hr x 1.5 hrs x 170 days x 2 staff = $106,560. Budget Detail Form A, 200-100	48,960	48,960	50,184	148,104
Supplemental pay for Extended Learning Time (ELT) - non-instructional staff: School Nurse, Guidance Counselor, Social Worker, Reading Specialist, Math Specialist, Technology Coordinator, etc. @ $49/hr x 1.5 hrs x 170 days x 10 staff = $124,950. Budget Detail Form A, 200-100	124,950	124,950	128,074	377,974
Supplemental pay for Extended Learning Time (ELT) - non-instructional staff: School Clerks @ $32/hr x 1.5 hrs x 170 days x 2 staff = $16,320. Budget Detail Form A, 200-100	16,320	16,320	16,728	49,368
Supplemental pay for Team Building Visioning and Planning. Time allotted for reconstituted school staff to work with new school leadership on implementing the model. Costs: Each year - 6.5hrs/day x 5 days x $49/hr x 25 instructional staff = $39,813. Budget Detail Form A, 200-100 **(Pre-Implementation)**	39,813	39,813	40,808	120,434
Supplemental pay for Principal participation in NJDOE Leadership Institute for 2 weeks in the summer. $96/hr x 7 hrs/day x 10 days = $6,720. Budget Detail Form A, 200-100 **(Pre -implementation)**	6,720	6,720	6,888	20,328
Total - Personnel Salary Costs	**1,212,651**	**1,212,651**	**1,242,967**	**3,668,269**
2. Fringe Benefits				
Fringe benefits for all full-time staff per union affiliation and supplemental pay as per Budget Detail Form B	235,295	235,295	241,177	711,767
Total - Fringe Benefits	**235,295**	**235,295**	**241,177**	**711,767**
3. Travel				
Travel for School Leader to attend NJDOE Leadership Academy in July and August and monthly meetings. Cost: Daily mileage = 20 days x 100 miles (round trip) x $.31 per mile = $620. Toll= $12 per day x 20 days = $240. Budget Detail Form F, 200-580 **($430 for Pre-implementation)**	860	860	860	2,580
Total - Travel	**860**	**860**	**860**	**2,580**
4. Supplies. Supplies needed for implementation of Required Activities under the Model.				
Supplies needed in support of Classroom instructional materials, extended learning time, Behavior Modification program and so on, as aligned with school needs and model implementation, and selected by Principal, LTP, and staff. Budget Detail Form D, 100-600	10,551	15,000	20,000	45,551

School Improvement Grant - Hawthorne Avenue School

Three Year Budget Narrative

Period: 09/01/2011 - 08/31/2014

	Year 1	Year 2	Year 3	Total SIG Request
Supplies needed: School Libraries Licensing fees for database collections. Large & diverse leveled-book collection (5202 books) @ 19,750; Gale Ebook Collections @ \$2,000 ; New & Noteworthy Collection/Displays (650 books) @ \$9,000;Adaptive Technologies/Assistive Technologies for Universal Use: @\$1,033.; Visual Thesauras for site licenses = \$287.; Technology Upgrade \$5,143. Budget Detail Form D, 100-600	37,213			
Supplies for Parental Involvement Activities. Take away materials for Family Literacy and Financial Literacy. Budget Detail Form C, 200-600	3,000	1,000	1,000	5,000
Parental Involvement: Refreshments at efficiency limits for breakfast, lunch, dinner and evening activities. Budget Detail Form C, 200-600 (**\$1,000 of which will be for pre-implementation)**	5,000	5,000	5,000	15,000
Supplies for increased learning and rigor: Computer Lab Upgrades, Classroom Computer Upgrades .	70,000	70,000		140,000
Supplies and materials administrative purposes .		3,000	3,000	6,000
Total - Supplies	**55,764**	**91,000**	**96,000**	**242,764**
5				
Contractual. Services selected consistent with procurement process unded 18:A and needed for implementation of Required Activities under the Model.				
Lead Turnaround Partner. Selected by competitive RFP process, the LTP will be responsible for supporting Principal in all components of model implementation including: job embedded professional development to improve classroom instructional practices; using data to inform instructional strategies that support student engagement and differentiated instruction; extended learning for students; curriculum alignment and pacing; infusion of technology to support curriculum; parental involvement; community engagement and support; student attendance and discipline; teacher attendance and instructional effectiveness; quarterly reporting on all school metrics required under SIG; regular formative assessment of student achievement and so on. Estimated Average Costs Year 1 @ \$2000 per day x 200 days= \$400,000; Year 2 @ \$2000 per day x 120 days= \$240,000; Year 3 @ \$2000 per day x 60 days =\$120,000 Budget Detail Form C, 200-300 (**up to 10 days in Year 1 for pre-implementation: \$20,000)**	400,000	240,000	120,000	760,000
External Provider for Positive Behavior Support/Classroom Management: Selected by competitive RPF process, the External Provider will work with the Principal, Lead Turnaround Partner and Behavioral Specialist to allow for dramatic improvement and traction in classroom management strategies. Year 1 @ \$2000 per day x 38 days= \$76,000.; Year 2 @ \$2000 per day x 20 days= \$40,000; Year 3 @ \$2000 per day x 10 days =\$20,000 Budget Detail Form C, 200-300	76,000	40,000	20,000	136,000
Parent Involvement: Honorarium for speakers @ \$500 x 8 per year = \$4,000 Budget Detail form C, 100-300	4,000	4,000	4,000	12,000
Total- Contractual Services	**480,000**	**284,000**	**144,000**	**908,000**
7				
Equipment needed to implement Required Activities under the Model.				
Equipment needed to increase learning time, support rigor, facilitate team teaching and curriculum alignment. Smart Boards with all supports including installation @ \$7,716 each . Year 1 pilot with 2 Smart Boards; Year 2 with 20; Year 3 with 7.	15,430	154,304	54,006	223,741
Total - Equipment	**15,430**	**154,304**	**54,006**	**223,741**

School Improvement Grant - Hawthorne Avenue *School*

Three Year Budget Narrative

Period: 09/01/2011 - 08/31/2014

				Year 1	Year 2	Year 3	Total SIG Request
9.							
Other Items. Items needed to implement Required Activities under the Model.							
Total - Other Items				0	0	0	0
12. Total Costs				2,000,000	1,978,110	1,779,011	5,757,121

BUDGET DETAIL FORM A

Personal Services - Salaries

Function & Object Codes 100-100 and 200-100

Date: 4/26/2011

NGO TITLE: School Improvement Grant

SCHOOL NAME: Hawthorne Avenue School

NOTES: Copy this form. Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions.

Complete all columns. Use multiple lines for a single entry if necessary.

PROJECT GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	POSITION/NAME	COST CALCULATION — For **full-time** positions: total annual salary x percent of time to the grant project = total. For **part-time** positions: rate ($) per hour x number of hours per week x number of weeks per year = total	GRANT REQUEST AMOUNT
Activity 8, 11	100-100	Certified teachers (extended learning time)	$49/hr x 1.5 hrs x 170 days x 25 staff	312,375
Activity 8, 11	100-100	Teacher Aides (extended learning time)	$19/hr x 1.5 hrs x 170 days x 2 aides	9,690
Activity 8, 11	100-100	Substitute teachers (extended learning time)	$24/hr x 1.5 hrs x 155 days x 3 substitutes	16,740
Activity 4, 8, 11	100-100	Instructional Staff (early school year startup, August 2012)	$49/hr x 6.5 hours x 10 days x 25 staff (teachers)	79,625
Activity 4, 8, 11	100-100	Instructional Staff (early school year startup, August 2012)	$19/hr x 6.5 hours x 10 days x 2 staff (aides)	2,470
			Total 100-100	420,900
Activity 4, 6, 7, 8, 11	200-100	School Operations Manager	Full time position: $106,790 x 100%	106,790
Activity 4, 6, 8	200-100	Reading Specialist	Full time position: $55,373 x 100%	55,373
Activity 4, 6, 8	200-100	Mathematics Specialist	Full time position: $55,373 x 100%	55,373
Activity 4, 7, 9, 11	200-100	Behavior Specialist	Full time position: $61,028 x 100%	61,028
Activity 7, 8, 9, 11	200-100	Community Relations Specialist	Full time position: $50,000 x 100%	50,000
Activity 4, 6, 7, 8, 9	200-100	Student Support Specialist	Full time position: $57,287 x 100% x 2 specialist	114,574

BUDGET DETAIL FORM A

Personal Services - Salaries

Function & Object Codes 100-100 and 200-100

Date: 4/26/2011

NGO TITLE: School Improvement Grant

SCHOOL NAME: Hawthorne Avenue School

NOTES: Copy this form. Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions. Complete all columns. Use multiple lines for a single entry if necessary.

PROJECT GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	POSITION/NAME	COST CALCULATION For **full-time** positions: total annual salary x percent of time to the grant project = total For **part-time** positions: rate ($) per hour x number of hours per week x number of weeks per year = total	GRANT REQUEST AMOUNT
Activity 4, 6, 7, 8, 10, 11	200-100	Student Achievement Data Specialist (SIG Administration)	Full time position: $80,000 x 100%	80,000
Activity 4, 11	200-100	Support staff (nurse, rdg, math & behavioral specialists, SW, Guidance Counselor, Tech Coord, Operations Manager) early start up, August 2012	$49/hr x 6.5 hrs x 10 days x 10 staff	31,850
Activity 8, 11	200-100	Support staff (nurse, rdg, math & behavioral specialists, SW, Guidance Counselor, Tech Coord, Operations Manager) ELT	$49/hr x 1.5 hrs x 170 days x 10 staff	124,950
Activity 8, 11	200-100	Non-instructional staff (Principal, Operations Manager)	$96/hr x 1.5 hrs x 170 days x 2 staff	48,960
Activity 8, 11	200-100	School Clerks - extended school day	$32/hr x 1.5 hrs x 170 days x 2 staff	16,320
Activity 3, 4, 5,6, 11	200-100	Supplemental pay for Team Building Visioning and Planning (Pre-implementation).	6.5hrs/day x 5 days x $49/hr x 25 instructional staff	39,813
Activity 1, 3, 4, 10, 11	200-100	Supplemental pay for Principal participation in NJDOE Leadership Institute (pre-implementation)	$96/hr x 7 hrs/day x 10 days	6,720
			Total 200-100	791,751
			Total	1,212,651

BUDGET DETAIL FORM B

Personal Services - Employee Benefits
Function & Object Code 200-200

Date: 4/26/2011

NGO TITLE: School Improvement Grant

School Name: Hawthorne Avenue School

NOTES: Copy this form. Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions.
Complete all columns. Use multiple lines for a single entry if necessary.

POSITION/NAME	GRANT REQUESTED SALARY AMOUNT	FICA 7.65%	TPAF 7.67% ___%	PERS 5.00% ___%	WRKR'S COMP 1.39% ___%	UNEMPLY. 0.00% ___%	DISABIL. 3.50% ___%	HEALTH flat fee $8,525 ___%	OTHER SPECIFY: Per Emply $ 3,166 ___%	TOTAL % OF BENEFITS	GRANT REQUEST AMOUNT (BENEFITS ONLY)
Certified Teachers	312,375	23,897			4,342					9.04%	28,239
Teacher Aides (ELT)	9,690	741			135					9.04%	876
Substitute Teachers	16,740	1,281			233					9.04%	1,513
Instruc (early startup)	79,625	6,091			1,107					9.04%	7,198
Aides (early startup)	2,470	189			34					9.04%	223
School Oprts Mgr	106,790	8,169	8,191		1,484			8,525	3,166	27.66%	29,536
Reading Specialist	55,373	4,236	4,247		770			8,525	3,166	37.82%	20,944
Math Specialist	55,373	4,236	4,247		770			8,525	3,166	37.82%	20,944
Behavioral Specialist	61,028	4,669	4,681		848			8,525	3,166	35.87%	21,889
Community Relations	50,000	3,825	3,835		695			8,525	3,166	40.09%	20,046
Student Support Spec	114,574	8,765	8,788		1,593			17,050	6,332	37.12%	42,527
Student Achiev.Data Spec	80,000	6,120		4,000	1,112			4,263	1,583	21.35%	17,078
Support staff (early start up)	31,850	2,437			443					9.04%	2,879
Support staff (ELT)	124,950	9,559			1,737					9.04%	11,295
Non-instructional (ELT)	48,960	3,745			681					9.04%	4,426

BUDGET DETAIL FORM B

Personal Services - Employee Benefits
Function & Object Code 200-200

Date: 4/26/2011

NGO TITLE: School Improvement Grant

School Name: Hawthorne Avenue School

NOTES: Copy this form. Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions.
Complete all columns. Use multiple lines for a single entry if necessary.

POSITION/NAME	GRANT REQUESTED SALARY AMOUNT	FICA	TPAF	PERS	WRKR'S COMP	UNEMPLY.	DISABIL.	HEALTH	OTHER SPECIFY:	TOTAL % OF BENEFITS	GRANT REQUEST AMOUNT (BENEFITS ONLY)
	7.65%	7.67% ___%	5.00% ___%	1.39% ___%		0.00% ___%	3.50% ___%	flat fee $8,525	$ 3,166 ___%		
Principal Leadership	6,720	514			93					9.04%	607
Visioning & Planning	39,813	3,046			553					9.04%	3,599
School Clerks (ELT)	16,320	1,248			227					9.04%	1,475
										-	-
										-	-
										-	-
										-	-
										-	-
										-	-
										-	-
										-	-
TOTAL	1,212,651	92,768	33,989	4,000	16,856	-	-	63,938	23,745	19.40%	235,295

BUDGET DETAIL FORM C

Purchased Professional and Technical Services
Function & Object Codes 100-300 and 200-300

Date: 4/26/2011

NGO TITLE: School Improvement Grant	
SCHOOL NAME: Hawthorne Avenue School	SUBGRANTEE:

NOTES: Copy this form. Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions.

Complete all columns. Use multiple lines for a single entry if necessary.

PROJECT GOAL/OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	DESCRIPTION/PURPOSE	RATE: HOURLY, DAILY, FLAT FEE	TIME REQUIRED	GRANT REQUEST AMOUNT
			Rate x	Time =	Grant Req.
Activity 7, 8, 9	100-300	Parent Involvement: Honorarium for speakers	$500.00	8	$4,000.00
		Total 100-300			$4,000.00
Activity 1, 2, 3, 6, 7, 8, 9, 10	200-300	**Lead Turnaround Partner:** -Job Embedded Professional Development to Improve Classroom Instructional Practices. Activities include classroom instructional strategies that support student engagement, differentiated instruction, scheduling, and curriculum alignment. Estimated Average Costs Year 1 @ $2000 per day x 200 days= $400,000; Year 2 @ $2000 per day x 120 days= $240,000; Year 3 @ $2000 per day x 60 days =$120,000 (pre-implementation for 10 days).	$2,000.00	200	$400,000.00
Activity 4, 7, 9	200-300	Professional Development Provider - Positive Behavior Support/Classroom Management Year 1 @ $2000 per day x 38 days= $76,000	$2,000.00	38	$76,000.00
		Total 200-300			$476,000.00

BUDGET DETAIL FORM D

Supplies and Materials

Function & Object Codes 100-600 and 200-600

Date: 4/26/2011

NGO TITLE: School Improvement Grant

SCHOOL NAME: Hawthorne Avenue School

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PROJECT GOAL\ OBJECTIVE\ ACTIVITY	FUNCTION & OBJECT CODE	ITEM DESCRIPTION	UNIT COST (UC)	QUANTITY (Q)	GRANT REQUEST AMOUNT (GR)
			UC	x Q	= GR
Activity 4, 7, 9	100-600	Supplies to supplement rigor, Classroom and Instructional materials, SEAL (Behavior Modification)	$10,551.00	1	$10,551
		Supplies needed to upgrade School Libraries. Licensing fees for database collections, large & diverse leveled-book collection (5202 books) @ 19,750.; Gale Ebook Collections @ $2,000 ; New & Noteworthy Collection/Displays (650 books) @ $9,000;Adaptive Technologies/Assistive Technologies for Universal Use: @$1,033; Visual Thesauras for site licenses = $287;			
Activity 4, 6	100-600	Technology Upgrade $5,143.	$37,213.00	1	$37,213
		Total 100-600			$47,764
Activity 7, 8, 9	200-600	Supplies for Parental Involvement Activities. Costs associated with year-round parental involvement activities @ $5,000 per year. ($1,000 of which will be for pre-implementation)	$5,000.00	1	$5,000
Activity 7, 8, 9	200-600	Supplies for Parental Involvement Activities. Take away materials for Family Literacy and Financial Literacy	$3,000.00	1	$3,000
		Total 200-600			$8,000
		T O T A L			$55,764

BUDGET DETAIL FORM E

Equipment
Function & Object Codes 400-731 and 400-732

Date: 4/26/2011

NGO TITLE: School Improvement Grant

SCHOOL NAME: Hawthorne Avenue School

NOTES: Copy this form. Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions.

Complete all columns. Use multiple lines for a single entry if necessary.

PROJECT GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	ITEM DESCRIPTION	UNIT COST (UC)	QUANTITY (Q)	GRANT REQUEST AMOUNT (GR)
			UC	x *Q*	= *GR*
Activity 4, 6, 7, 8	400-731	Equipment needed: Smart Boards (with needed projector, materials) to increase learning time and rigor, facilitate team teaching and curriculum alignment	$7,715.20	2	$15,430
		Smartboard detail			
		77" Interactive Whiteboard	2,310.00		
		SD Format Image	499.00		
		Audio System	247.00		
		Mobile Floorstand	1,399.00		
		On-Site Installation	760.00		
		Installation Materials	570.00		
		Security Devices	159.00		
		Epson PowerLite 83+ Projector	570.00		
		Network PC HP 8000 Elite, with 19" flat screen	645.00		
		Network Printer, HP P2055DN (22 ppm)	372.00		
		Computer installation	100.00		
		Surge Protector	7.00		
		Patch Cables	12.00		
		Shipping/handling ($198/3 boards = $66 per board)	66.00		
				2	$15,430

S-16

BUDGET DETAIL FORM F

Date: 4/26/2011

Other Purchased Services, Other Objects, Purchased Property Services, Travel, Indirect Costs, Buildings
Function & Object Codes 100-500, 100-800, 200-400, 200-500, 200-580, 200-800, 200-860, 400-720

NGO TITLE: School Improvement Grant

SCHOOL NAME: Hawthorne Avenue School   **SUBGRANTEE:**

NOTES: Copy this form. Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions.
Complete all columns. Use multiple lines for a single entry if necessary.

PROJECT GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	DESCRIPTION/COST CALCULATION	GRANT REQUEST AMOUNT
Activity 1, 3, 4, 10, 11	200-580	Travel for School Leader to attend NJDOE Leadership Academy in July and August and monthly meetings. Cost: Daily mileage = 20 days x 100 miles (round trip) x $.31 per mile = $620. Toll= $12 per day x 20 days = $240 ($430 for pre-implementation).	860
			860

Form S-16

NJ DEPARTMENT OF EDUCATION
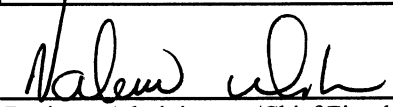## APPLICATION FOR FUNDS - BUDGET SUMMARY

LEA Name: **Newark Public Schools**

School Name: Hawthorne Avenue School   County/LEA/School Code: **13/ 3570 / 470**

NGO Title: **School Improvement Grant (Cohort 2 - Year 1)**

BUDGET CATEGORY	FUNCTION & OBJECT CODE	GRANT FUNDS REQUESTED			SIG ADMIN COST SUMMARY (Column 4)	SIG TOTAL COST SUMMARY (Column 5)
		STATE FUNDS (Column 1)	FEDERAL FUNDS (Column 2)	SIG FUNDS (Column 3)		
INSTRUCTION						
Personal Services - Salaries	100-100			420,900		
Purchased Prof. & Tech Svcs.	100-300			4,000		
Other Purchased Services	100-500					
Supplies and Materials	100-600			47,764		
Other Objects	100-800					
SUBTOTAL - INSTRUCTION				472,664		
SUPPORT SERVICES						
Personal Services - Salaries	200-100			791,751		
Personal Svcs - Emp. Benefits	200-200			235,295		
Purchased Prof. & Tech Svcs.	200-300			476,000		
Subgrant Cost Summary	200-320					
Purchased Property Svcs.	200-400					
Other Purchased Services	200-500					
Travel	200-580			860		
Supplies and Materials	200-600			8,000		
Other Objects	200-800					
Indirect Costs	200-860					
SUBTOTAL - SUPPORT SERVICES				1,511,906		-
FACILITIES ACQUISITION & CONSTR. SVCS						
Buildings	400-720					
Instructional Equipment	400-731			15,430		
Noninstructional Equipment	400-732					
SUBTOTAL - FACILITIES				15,430		-
TOTAL COSTS				2,000,000		-

(signature) _____   _(signature)_ 4/25/11 _____

Business Administrator/Chief Fiscal Officer   Date

Stakeholders' Participation –Hawthorne Avenue School

SIG II Stakeholders' Participation – Hawthorne Avenue School

Hawthorne Avenue School had meetings on the following dates at their school:

February 23

March 7

March 9

March 10

March 11

March 23

Participants: 113

APPENDIX J

Page ____ of ____

HAWTHORNE AVENUE SCHOOL

STAKEHOLDER PARTICIPATION

* Include all stakeholders currently required under state and federal statutory and regulatory requirements.

Stakeholder Committee Form

Name	Stakeholder Group	Participated in Needs Assessment	Participated in SIG Application Development	Signature*
Dala A. Talbot	Regional Supt	Yes	yes	
Rashuum M. Adem	Regan Special Asst	yes	yes	
Ivana Porter	VC-at-Pinot Ral	yes		
Spoise Jeffey	Hawthorne HR		YES	
Patricia Everett	LDTC			
T. PINKRAH				
Sabrina Fulton	Hawthorne Ave	yes		
Aaron Sherrod	Hawthorne Ave			
Mr & Mrs David Seyfert	Hawthorne Ave			
S. Montague	Hawthorne Ave			
K. Davis	Hawthorne Ave.	YES		

(*) **The signature does not assume full approval of the needs assessment and application development. Rather, the signature denotes participation.**
Copy form as needed.

APPENDIX J

Date: 2/23/11

Page 1 of ___

HAWTHORNE AVENUE SCHOOL

STAKEHOLDER PARTICIPATION

* Include all stakeholders currently required under state and federal statutory and regulatory requirements.

Stakeholder Committee Form

Name	Stakeholder Group	Participated in Needs Assessment*	Participated in SIG Application Development*	Signature*
H. Grady James	HAWTHORNE PRINCIPAL	YES	yes	
Margaret Banks	Hawthorne Parent Liason			
Ivana Porter	Hawthorne V.P.			
Alkyn Mayois	Hawthorne Ave Teacher			
S. Mohnajn	hawthorne ave. teacher			

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APPENDIX J

Date: _____   Page ____ of ____

BRICK AVON ACADEMY
Hawthorne

STAKEHOLDER PARTICIPATION

* Include all stakeholders currently required under state and federal statutory and regulatory requirements.

Stakeholder Committee Form

Name	Stakeholder Group	Participated in Needs Assessment	Participated in SIG Application Development	Signature*
Dawn Knight	School Counselor			*(signature)*
Sheadon Wilbreka				*(signature)*
Monique Powell	Parent			Moya Powell

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Copy form as needed.

Hawthorne Avenue School

Date: ___March 7, 2011___

STAKEHOLDER PARTICIPATION

* Include all stakeholders currently required under state and federal statutory and regulatory requirements.

Stakeholder Committee Form

Name	Stakeholder Group	Participated in Needs Assessment	Participated in SIG Application Development	Signature*
Mr. Montague	Staff Member			
Ms. Akkya Myers	Staff member			a. Myers
Robin Pulliam	Staff member			
Donna Knight	Staff member			Donna Knight
Lilian Nagary	Staff member			
Karen Genson	Staff Member			
Patricia Cardona	Staff Member			
Renie Parillon	Staff Member			
Marie Fernandes	Staff Member			
Alice Lewis	Staff Member			Alice Lewis
Maryann Barnes	Staff member			
Marjorie Rahaga	"			M. Rahaga

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STAKEHOLDER PARTICIPATION

* Include all stakeholders currently required under state and federal statutory and regulatory requirements.

Stakeholder Committee Form

Name	Stakeholder Group	Participated in Needs Assessment	Participated in SIG Application Development	Signature*
B. Bubb				
M. Olcers				
Ethel Melvin				
Denise Williams				
E de Johnson				
B. Lifshutz				
Toni F. Matthews				
Doreen Rayam				
Evelyn Bass				
L. Cammock				

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Copy form as needed.

Date: _____March 7, 2011_____   **Hawthorne Avenue School**   Page _2_ of _3_

STAKEHOLDER PARTICIPATION

* Include all stakeholders currently required under state and federal statutory and regulatory requirements.

Stakeholder Committee Form

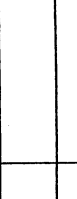| Name	Stakeholder Group	Participated in Needs Assessment	Participated in SIG Application Development	Signature*
Lakesha Brantley	SJ Chairperson			
Vivian Ifama-Thadus				
Debora Judd				
Kamilla Scantlebury				
Sheila Bonilla				
Catherine Cooke				
Bruce Fryer				
Josephine Quaye				

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Copy form as needed.

HAWTHORNE AVENUE SCHOOL STAKEHOLDER PARTICIPATION

* Include all stakeholders currently required under state and federal statutory and regulatory requirements.

Date: 3/9/11

Stakeholder Committee Form

Name	Stakeholder Group	Participated in Needs Assessment	Participated in SIG Application Development	Signature*
H. Grady James	Principal	✓	✓	
T. Porter	Vice-Principal	✓	✓	
A. Majors	Teacher			
M. Barnes	Parent/Liaison	NO	NO	
B. Fryer	Teacher	NO	NO	
Denise Williams	Teacher	NO	NO	
Mel Mele	Aide	NO	NO	
	Parent	NO	NO	
Sharon Parker	Parent	NO	NO	
M. Hernandez	Aide			
Lakesha Bunten	Teacher			
Robin Williams	Teacher	NO	NO	

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Copy form as needed.

Date: 3/9/11

HAWTHORNE AVENUE SCHOOL STAKEHOLDER PARTICIPATION

* Include all stakeholders currently required under state and federal statutory and regulatory requirements.

Stakeholder Committee Form

Name	Stakeholder Group	Participated in Needs Assessment	Participated in SIG Application Development	Signature*
Cheryl Howard	ULEC			
Shelise Jeffey				
Vincent L. Mays	WR			
Jim McDowell	Central office			
LAUREN LYONS	CAMBRIDGE EDU			
Sabrina Fulton	Teacher			
Sheila Bonilla	Teacher			
Maxine Party	Parent			
S. Montague	Teacher			

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Copy form as needed.

HAWTHORNE AVENUE SCHOOL STAKEHOLDER PARTICIPATION

* Include all stakeholders currently required under state and federal statutory and regulatory requirements.

Date: 3/9/11

Stakeholder Committee Form

Name	Stakeholder Group	Participated in Needs Assessment	Participated in SIG Application Development	Signature*

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Copy form as needed.

Date: 3/10/11

HAWTHORNE AVENUE SCHOOL STAKEHOLDER PARTICIPATION

* Include all stakeholders currently required under state and federal statutory and regulatory requirements.

Stakeholder Committee Form

Name	Stakeholder Group	Participated in Needs Assessment	Participated in SIG Application Development	Signature*
H. Craig James II	Principal	✓	✓	*(signature)*
Doreen Rangan	Teacher			*(signature)*
Ethel Melvin	Aide			*(signature)*
E. Winbush				*(signature)*
B. Millan				*(signature)*
Virginia Person				*(signature)*
S. Parks	Parent			*(signature)*
Dashanek Pires	Parent			*(signature)*
D. Williams	teacher			*(signature)*
K. Little	teacher			*(signature)*
L. Cammock	Teacher			*(signature)*
W. Speed	Teacher			*(signature)*

(*) The signature does not assume full approval of the needs assessment and application development. Rather, the signature denotes participation.
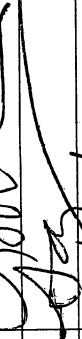
Copy form as needed.

Date: 3/10/11

HAWTHORNE AVENUE SCHOOL STAKEHOLDER PARTICIPATION

* Include all stakeholders currently required under state and federal statutory and regulatory requirements.

Stakeholder Committee Form

Name	Stakeholder Group	Participated in Needs Assessment	Participated in SIG Application Development	Signature*
Bruce Bye	Teacher	✓	✓	
Tyran Porter	Vice-Principal			
Lakesha Brantly	Teacher			
S. Montague	Leader			
C. Howard	ULEe			
M. Powell	Parent			
V. Clark	WR			
M. Williams	Parent			
Sabrina Fulton	Teacher			

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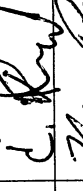
Copy form as needed.

Hawthorne Avenue School
School Leadership Council
428 Hawthorne Avenue
Newark, New Jersey 07112
(973) 705-3960
Mr. H. G. James IV, Principal
Ms. T. Porter, Vice Principal
"Excellence Without Exception"

S.L.C. Attendance Sheet ~ March 23, 2011

Name	Constituency	Address	Phone #	Email Address
Sheila Bonilla		428 Hawthorne Ave	347-677-2073	bonilla18@gmail
Marie Fernandes		" "	201 346-8495	
Malcom Sweet		" " "		sweetpee9 aol.com
Ethel Melnin		" " "	973.372.6458	
Denise Williams		Hawthorne Ave Sch		
Mary McGee		7 Patton Pl	973-978-3483	
Elaine Daniel		317 West Runyon	973-393-8257	

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"Excellence Without Exception"

S.L.C. Attendance Sheet ~ March 23, 2011

Name	Constituency	Address	Phone #	Email Address
E. Sampson	School Staff/(Teacher)			
S. Montague				
E. Mottley				
Marvin B. Allen				
H. Parillon				
F. Stevenson				
E. Clarke				
S. Hull	Hawthorne Avenue School			
V. Tamia	426	Hawthorne Ave		bhfs@nps.k12.nj.us

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S.L.C. Attendance Sheet ~ March 23, 2011

Name	Constituency	Address	Phone #	Email Address
Alfye Mejas				@